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The project aimed to provide disadvantaged adults with elementary training in vocational skills and instruction in those basic communication and computation skills deemed essential for effective pursuit of a vocation. The 109 adult trainees met the following selection criteria: (1) head of 2 family or household, (2) unemployed or underemployed, (3) a resident of the State of Alabama, and (4) evidence of 2 years of employment some time in the past. The trainees were also characterized by (1) low literacy, less than an 8th grade education, (2) low income, an annual family income of less than $3,000 with high levels of unemployment and underemployment, and (3) cultural limitations, life styles, thought forms, and institutional participation patterns which have been narrowly restricted. Counseling of trainees was devised as a feature of the research program and material presented in the report addresses the concerns of counselors who deal with comparable populations. [Not available in hard copy due to marginal legibility of original document]. (CH)

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THE TUSKEGEE INSTITUTE HANDBOOK
for
GUIDANCE COUNSELORS
of
DISADVANTAGED ADULTS

Prepared by

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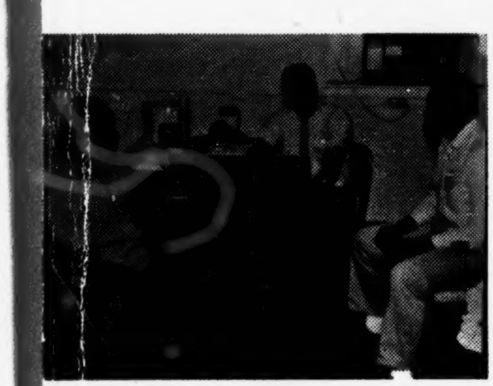

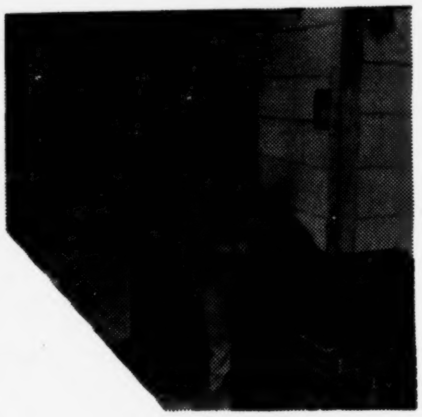

Manpower Administration
United States Department of Labor

and

United States Department of
Health, Education, and Welfare

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Project Director
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FOREWORD

Serving the disadvantaged in the United States, serving those who come from abroad, and serving them where they are in their own distant lands are a Tuskegee Institute tradition and commitment.

For more than three-quarters of a century, the disadvantaged adult has been one of the target populations to which the educational services of Tuskegee Institute have been directed. In the course of these long-continued endeavors, a considerable body of knowledge about the social and psychological characteristics of this population has been accumulated here. Know-how of approaching and meeting their educational needs has been experimented with and the more successful techniques have become weapons in our educational arsenal for battle against illiteracy and ignorance.

Tuskegee Institute continues experimentation to improve its understanding and know-how; and Tuskegee continues to demonstrate use of the education skills developed here. In staffing this area of educational service, Tuskegee Institute has assembled persons with unusual competencies in communication, adult education, industrial education, the culture of poverty, and the psychology of intellectual limitation.

In this handbook, Tuskegee Institute seeks again to serve the disadvantaged and to service the personnel of new organizations and agencies that have escalated the education of disadvantaged adults into a broad scale operation.

Tuskegee Institute takes satisfaction from its peculiar competence to serve the common welfare and the target population in rendering this educational service.

L. H. Foster, President
Tuskegee Institute

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Appreciation is expressed to all who contributed to the development of this handbook. Vice President Andrew P. Torrence and Director W. Vincent Payne made many contributions from inception of the idea to production of the document. Mrs. Anona B. Bulls facilitated each stage of production. Miss Anna Hampton and Mrs. Dorothy P. Riggins endured the drudgery of clerical work through several drafts of the manuscript. Dr. Youra T. Qualls edited the manuscript. Mrs. Mildred Hemmons Carter with painstaking care prepared the final copy of the manuscript. Dr. Peter Siegle and Mrs. Maxine Weatherford read the manuscript and their helpful suggestions influenced the final draft. Mr. Frank Walsh gave untiring help through all stages to make the project a success.

Preface

Counseling of trainees was devised as a feature of the research program of the Tuskegee Institute OMPER Project. From valued experience in adult education which has accumulated throughout the life of Tuskegee Institute have come both the orientation of counselors and the direction that those who counsel be vigilant in observing trainees. The direction has been simple and succinct: "Learn from trainees that you may better counsel them." The result of the counselors' experiences is regarded as sufficiently meaningful and timely to be recorded for future counselors in a guide that may appear to be different from the conventional handbook if not totally strange to those who have yet to be involved in such ventures as OMPER.

This handbook is designed for and addressed to the concerns of counselors of a distinctive population, which is characterized by:

Low Literacy - Persons have less than an eighth-grade education.

Low Income - Families have annual income of less than $3,000, with high levels of unemployment and underemployment.

Cultural Limitations - Persons possess life styles, thought forms, and institutional participation patterns which have been narrowly restricted.

The handbook seeks to follow accepted and respected principles of counseling and guidance at the same time that it attempts to adapt these to a specific circumstance and to translate ideas and concepts into a vernacular appropriate to that circumstance.

L. W. J.

INTRODUCTION

Virtually at the moment he established Tuskegee Institute in 1881, Booker T. Washington realized that for a people so recently out of slavery and lacking in general, professional, and technical education, as much attention had to be given to the education of adults as to that of the young. Many of Dr. Washington's first students, therefore, were adults, and so adult education at Tuskegee Institute had its beginning coincidentally with the founding of the Institute. Tuskegee grew and its enrollment of the young steadily increased, but the concern for adult education remains firm. Dr. Washington constantly sought ways to maintain contact with adults and to involve them in the educational programs at Tuskegee Institute. His efforts demanded ingenuity and inventiveness and resulted in the innovations and experiments for which the college and Dr. Washington became famous. The variety of novel and effective programs he inaugurated bears witness to his willingness to explore new ways of helping people, as one of his early statements records,

> We began at Tuskegee in 1881, in a small shanty church, with one teacher, thirty students, no property ... convinced that the thing to do was to make a careful systematic study of the conditions and needs of the South, especially the Black Belt, and to bend our efforts in the direction of meeting these needs, whether we were following a well-beaten track or were hewing out a new path to meet conditions probably without parallel in the world.

Out of an orientation to "conditions probably without parallel in the world" adult education at Tuskegee Institute was conceived, nurtured, and developed. Indeed, the eminence of the Institute is in large measure due to the noteworthy adult and continuing educational programs that have been conceived, inspired, sponsored and conducted as practical witnesses of Dr. Washington's pragmatic vision.

Following the experimental phase in adult education programs, a phase which had abundantly demonstrated their great social utility, many of the activities were taken over by public or private agencies specifically designed for large-scale production of services to an extensive adult population. The merging of Tuskegee's resources with funds provided by philanthropic groups and individuals and her provision of experienced personnel have made possible a variety of significant experimental projects in adult education in areas which may be classified as (1) economic competence, (2) civic and citizenship education, (3) family life education, (4) research and experimental programs, and (5) action programs. The institution has accumulated a body of "know-how" and "what-to-do" in instructing adults through imaginative experiment, constant innovation, and day-to-day concentration upon specific goals. Fortunately, some of this knowledge has been formally recorded and some of it has been presented in reports of conferences and short courses held for professional workers of various interests who serve adult clienteles. Against this fortunate state of the record stands the fact that Tuskegee Institute fashioned the record in the face of a dearth of instructional materials and virtually no information about available teaching methods for its training programs. That the Institute has been able to adapt and innovate is proven by the satisfactory results obtained and the great demand in both the United States and the underdeveloped countries for the services of Tuskegee personnel with the accumulated experience to work effectively in adult education.

The results of a garnered experience in effective counseling in recent adult education activities, presented in this volume, may be useful to those seeking to advise and assist disadvantaged adults in improving themselves. Although not perfect, the approaches discussed in this handbook have been tried and found effective at Tuskegee Institute.

Andrew P. Torrence
Vice President for Academic Affairs

This handbook is presented in a format the authors believe will be useful. Each section is divided into (1) a statement of conclusions and principles, and (2) a description of the experiences from which the conclusions and principles came.

I. ORIENTATION

PRINCIPLES AND CONCLUSIONS

An educational program for the disadvantaged, or any group for that matter, requires in principle that the orientation of its staff and trainees be explicit, that no person involved enter the program assuming that he "understands what it is about", or glibly stating that "This is what I thought." Too many well-intended efforts have foundered on these two ready and ill-digested assumptions of knowledge and understanding.

What the educational adventure is to be, where it wants to go, should be set forth specifically and in detail by map and guidebook. Nothing about the program should be implicit, taken for granted. Safeguards against the hazards of complacent approach and easy generalization about a program for disadvantaged adults were assured for this venture by the careful, thorough orientation of all involved toward the following areas of knowledge, skills and understandings:

1. Familiarity with the background, structure, and goals of the program.
2. Interpretation and understanding of program.
3. Insistence upon belief in and commitment to the program.
4. Reciprocal appreciation by staff and trainees.
5. Clarification of purpose for involvement in program.
6. Knowledge of training matrix -- familiarity with the social and academic circumstances in which training is to be given.

THE TUSKEGEE INSTITUTE EXPERIENCE

A. Understanding the Objectives of the Project

Two United States Government agencies, the Department of Labor and the Department of Health, Education and Welfare, have financed two Experimental and Demonstration Projects at Tuskegee Institute designed to study the training of persons who might be characterized as the "hard-core unemployed and underemployed." Both projects undertook the training of adults whose formal education had been very limited, whose vocational skills were not marketable, and whose economic futures were dismal.

Like many other projects for the training of adults, the present one aimed to give elementary training in vocational skills and instruction in those basic communication and computation skills deemed essential for effective pursuit of the vocations for which these adults were being trained. Concurrently, the Tuskegee projects have emphasized the study of what makes for success in training and what uses will be made of the training. A major emphasis was observing and measuring the effectiveness of experimental features in a program constructed to use methods and techniques for motivating and re-educating these adults.

The program has provided for the technical training of hard-core unemployed heads of households to become brickmasons, carpenters, meat processors, and nurses' aides. It sought to teach adults who lack literacy, vocational skills, and personal competency, the important prerequisites for employment today. It proposed to develop experimental methods of training these persons for efficient performance and satisfactory job adjustment.

In sum, the major emphasis of the program was to effect a means of turning an unemployed individual into a person with a marketable skill, a person who as an entry level worker might take his place as a participating member of the labor force.

Without new knowledge and skills, there can be no effective development and testing of a system of education to help the underemployed and the unemployed in changing conditions of living. But such development and evaluation have been the goals of the Tuskegee program, goals always present wherever retraining has been undertaken, even though its achievement through short-term instruction remains a knotty problem.

B. Basic Education and Technical Skills

Experiences of the initial program at Tuskegee Institute served to guide plans for the second one. The initial program taught the planners that individuals of limited formal education were able to acquire and retain technical training better when this training is coordinated with basic education. Inability to communicate effectively and lack of understanding mathematical concepts were factors contributing to the failure of some trainees to develop marketable skills. And so, in the second project, the basic education program was intensified and planned to coordinate directly with instruction in the technical skills area. As new concepts are introduced and applied in the technical skills, basic education in reading, vocabulary usage, and mathematics is applied to undergird and reinforce them.

The overriding concern of trainees entering the program was to prepare for regular employment as a means to improve living conditions for themselves and their families. Program planners were therefore aware of the strong motivation for effective performance of trainees in the shops, but they were likewise aware of the need to impress upon them the fact that manipulative skills alone would not insure employment or success on a job. It became important, consequently, to coordinate communication and computation skills with the vocational training so that the trainee would have every available resource of Tuskegee Institute working for his maximum benefit.

C. Counseling

Generally, in its supporting role, counseling interpreted and clarified the program in terms of its high correlation with life. Further, as a technique to facilitate the total educational process, counseling attempted to strengthen the desire for success, efficient performance, and effective cooperation with others. Finally, counseling tried to help the trainee to understand himself in terms of his abilities, limitations, interests, and personality, and to determine how these may be brought into interaction with the external world.

Measure of the behavioral pattern manifested by trainees centered on: attitude and motivational development, achievement and progress, environmental adjustment, and effects of new instructional methods upon this particular population.

In addition, a total program was designed to test specific variables relating to the involvement of the trainee and his family in his community.

An on-the-job observation program provided for the evaluation of each person completing his training and obtaining a job.

The effectiveness of counseling in a program for illiterate and poverty-stricken adults begins with careful orientation of teachers and other staff members, with careful appraisal of their strengths and weaknesses. A staff recruited hastily for short-term employment predictably will vary in temperament, philosophy, and type or degree of training. Counselors may safely assume that the staff has no professional training in counseling processes. This understandable assumption grows from the newness of the program, the many and varied activities required to implement it, and the absence of a pool of professional workers to draw upon.

Counselors may make a second assumption, not so safe as the first one, that the staff recruited is composed of conscientious persons. Their academic credentials may meet high standards of teacher qualification, and yet they may find teaching adult trainees a baffling challenge. Their humanitarian sympathies may be entirely sincere, and yet they may find rapport with the trainees elusive. Counselors must anticipate problems the staff will encounter and help them in their efforts to cope.

In the orientation of a project staff, the following concerns must be given attention:

1. A clear understanding of what the program is designed to do.
2. What legislative and administrative provisions describe and specify for its operation.
3. What the particular activity which they will be engaged in undertakes within the confines prescribed in 1 and 2.

4. Precise specification of the several job descriptions.
5. Lines of authority and channels of communication in the project structure.
6. Complementary character of responsibilities and interpersonal relationships necessary for the success of the common cause.
7. Cultural, psychological, and educational characteristics of trainees.

When staff members are recruited, they are interviewed; the program is briefly described in general terms and any questions posed by prospective staff members are answered. However, interviews and information do not constitute an orientation. Staff members receive ideas and construct the program as they interpret and amplify what has been told them. It is necessary to outline and present specifications in some detail so that all members of the staff may share the same concept of the program. However painstaking this may be, it is worth the pains to preclude later deviations and distortions.

However clearly purposes and objectives may be presented, it is desirable to acquaint staff members with the policies established to further the ends of the program. The agency, public or private, that provides funds for a program does so within a framework of policy. In the case of projects financed by a public agency, legislative and administrative guidelines exist which are binding on staff and trainees.

To prepare the members of the faculty and staff for the new program, a two-week orientation program was conducted during the first two weeks of its operation. In the first week's sessions, personnel managers, building contractors, trade union officials, and resource persons from Tuskegee Institute, the Alabama State Department of Vocational Education, and the State Employment Service discussed their observations and offered information about their respective areas. The main purpose was to provide the faculty with new insights into the areas of effective teaching methods, counseling techniques, and basic employment practices. In addition to contributions of resource persons, the total project was outlined to staff members in terms of its objectives, research design, and methods of implementation. Some of the insights provided by local and out-of-town contractors focused on the general needs in working with trainees, to develop a sense of responsibility, interest, and self-confidence, and to increase motivation. At these sessions, builders cited specific experiences. For example, one trainee upon being hired, reported to work with no tools.

In the second phase of the faculty pre-planning activities, lectures by specialists from Tuskegee Institute at large and the MDT staff were incorporated to discuss the following:

1. Principles of Education, Materials and Diagnostic Instruments
    - A. Principles of Teaching Adults
    - B. The Use and Operation of Audio-Visual Aids
2. Guidance and Counseling for the Disadvantaged Adult
3. The Research Design

In a general meeting, during this second week of faculty orientation, the personnel discussed each of the following:

1. Job description
2. Scheduling of program activities
3. Attendance keeping

4. Evaluation methods and procedures
5. Outline for writing reports
6. Teaching materials and interrelated methods
7. Disciplinary action (trainees)
8. General expectation of the administrative staff (Director, Assistant Director, Director of Research, General Education Coordinator, Counselor Director, Technical Skills Coordinator)

A specific period during this orientation was devoted to a pre-planning phase involving basic education vocational education, and counseling procedures with emphasis on the methods and techniques to be used in relating the various trade areas to basic education. Specific time was allotted for individual as well as group planning.

During the pre-planning activities, a schedule was structured for the counseling and guidance program, to be put into effect at the outset of the training phase of the project. Primary concern was with individual and group counseling and with programs utilizing resource speakers to focus upon the following topics: personal hygiene, social skills, consumer economics, family budgeting, occupational information, and professionalization. Other points of concern were testing, record-keeping, information-securing procedures, and procurement of materials and equipment. A cultural and social program of activities for the trainees was discussed at this time.

The orientation period provided an opportunity for the program personnel to receive pertinent, factual information and insightful provocative experiences which inspired increased enthusiasm and zeal for the job ahead.

Orientation of Trainees

A week of orientation for the trainees began at the end of the orientation for staff with a variety of activities to acquaint trainees with a new and unfamiliar environment.

On the first day, the project director welcomed trainees to the program and introduced the staff members to them. They were issued packets containing a campus brochure, memorandum pads, and name tags to be worn throughout the week. Persons residing on campus were assisted in getting room assignments and meal cards. During general registration, all trainees filled out registration cards provided by the program. Those driving automobiles were requested to file car registration forms to obtain campus stickers for their cars. Later that day, trainees toured the campus, visiting various points of interest.

On the second day, trainees attended a program where they heard the Vice President for Academic Affairs, Director of the College Union, Dean of the School of Mechanical Industries, Dean of the School of Agriculture, College Chaplain, and a representative from the Tuskegee Institute Community Education Program, all of whom welcomed the participants to the campus and encouraged them to use the services of the Institute. (See schedule in Appendix.) The remainder of the day the trainees inspected their respective vocational sites and witnessed demonstrations by instructors.

On the following day, the trainees received further briefing on Tuskegee Institute Manpower Development and Training policies, and instructions about weekly allowance forms. The Iowa Tests of Basic Skills was administered on this day.

The next two days were spent taking tests, writing a theme on "Why I Came to OMPER", and the Technical Skills Proficiency Test.

For many trainees, becoming an active part of college campus life was a strange and exciting experience; for others, it was frightening. The welcoming program provided an opportunity for them to visit informally with each other and their prospective faculty members and to gain an objective picture of what their life with the program would entail.

II. IDENTIFICATION OF TRAINEES

PRINCIPLES AND CONCLUSIONS

1. Every applicant, whether accepted or not, must be treated as a person worthy of attention. A rejected applicant should be told why he was rejected and, if possible, should be referred to a program more appropriate to his needs.
2. Counselors should not make faulty assumptions about educational achievement level of trainees. A trainee's educational achievement level and the number of grades passed in school are often discrepant.
3. Trainees often are suspicious of all new experiences and counselors must try to modify these feelings.
4. Female trainees bring to the training situation nearly all the same problems of their male counterparts. In addition, however, female trainees often have problems associated with provision of child care during training and work hours.
5. Counselors must be mature and flexible to meet administrative changes and adjustment and must be able to interpret these to staff and trainees.
6. Counselors should participate in the selection process in order to appreciate the population from which trainees are drawn.
7. Counselors should participate in and understand the testing program and the rationale underlying the testing format used.
8. Counselors should fully and appreciatively know the categoric identification of trainees.

THE TUSKEGEE INSTITUTE EXPERIENCE

A. Selection

Although no organized plans were set up for recruitment until the second project was approved by the Department of Health, Education and Welfare and the Bureau of Employment Security in January 1966, and the Department of Labor in February 1966, recruitment was a continuous process. Prospective applicants for the proposed project made inquiries continuously from the termination of the initial project to the beginning of its successor.

During the interim, the project office acknowledged receipt of and filed over 2,000 applications from individuals interested in receiving training. The individuals making application can be placed into two distinct categories, the "walk-ins" who came to the office to fill out applications and to inquire about the proposed project, and the "mail-ins" who wrote for applications and information. The eagerness of both groups to be included in the training was confirmed by their frequent follow-up visits, telephone calls, and letters. The counseling staff was responsible for talks with the prospective applicants when they visited the office and for responses to telephone calls and mail inquiries. Needless to say, most of the information released by staff at this time was vague and indeterminate because the project had not been funded.

In order to prepare for and facilitate recruitment, these plans were made and implemented:

1. All applications on file were sorted into areas or county groups.
2. Applications which did not appear to meet the criteria set by the Labor Department and project administration were screened out.
3. Tentative selections were made of recruitment centers as determined by areas or county grouping.
4. Dates for recruitment and testing were selected and confirmed.
5. Public school officials in proposed recruitment areas were contacted by telephone and letter requesting use of school facilities.
6. Personnel needs for testing and interviewing incidentals to recruitment were identified.
7. Plans to contact individuals who might qualify for training were outlined.
8. Individuals who appeared to meet qualifications of project and had applications on file were informed by letter of recruitment date for their areas.

Acknowledging and alphabetizing the 2,000 applications required several weeks of continuous work. Later it was necessary to reassort the applications into county groups, then area groups. In addition, all applications appearing not to meet the Labor Department and project administrative criteria of eligibility were screen out. Persons who had been screened out were sent letters referring them to other projects or informing them why they did not qualify for training in this program. Determination of recruitment centers was influenced by the number of applications received from the various counties and for their proximity to the prospective applicants' communities. Seven centers within a fifty-mile radius of the applicant's home were selected and identified. Applicants were informed by letter to report to the center closest to them at a designated time.

Schools were designated as centers after the project director had requested use of school facilities from the proper officials. The school officials were asked to announce the date that the recruitment team would be in their areas and to encourage individuals in the community to take advantage of the program. Cooperation of these officials greatly aided recruitment efforts.

At this time, the MDT staff had two counselors who had planned and worked out the details for the recruitment, but it was evident that additional personnel would be needed to assist in statewide recruitment. Consequently, other personnel at Tuskegee Institute were enlisted to help with the recruitment, interviewing, and testing of applicants. Eight persons, in addition to the two counselors, conducted the recruitment phase of the program at seven centers in the State of Alabama. All parts of the State were covered except the ten northeast counties from which no applications had been received. Recruitment teams sat in

Russellville, Anniston, Demopolis, Selma, Enterprise, Bay Minette, and Tuskegee Institute. Since the majority of applications had been received from Macon and adjacent counties, six days were used for recruitment at Tuskegee Institute and one day at each of the other centers. During the eleven days of recruitment, 410 prospective trainees were interviewed and tested. The Tuskegee Institute center was open on Saturday to allow employed applicants opportunity for interviews and tests. On each recruitment trip from Tuskegee Institute, extra interview forms and tests were taken to be used for candidates who had not previously made application to the program but manifested an interest in doing so.

At the conclusion of the February recruitment, tests were scored and reviewed along with other data from the applications and interviews and lists were compiled of individuals meeting the selection criteria. However, very little could be done by the counseling staff except wait for further instructions from the project administration which, in turn, was waiting for the funding of the project. After a waiting period of two months, funding was provided in May 1966.

On May 20, 1966, letters went to 264 of the 410 applicants who had been interviewed and tested in February inviting them to Tuskegee Institute for final testing and physical examinations. However, it was soon discovered that some of the applicants would not accept the invitation for a variety of reasons, the most frequent reason given being that plans would have to be changed because of the delay in beginning training. Thus was created a problem of acquiring the necessary number of participants for the program. The need to enroll the 109 participants (93) men and (16) women) to start the training occasioned a three-day recruitment at Tuskegee Institute begun on May 25, 1966. Eighty-eight applicants were scheduled for interview on each of the three days. Sixty-three of the 88 appeared on May 25; 37 on May 26; and on May 27, 28 applicants reported. Some of the 128 tested did not meet the requirements specified in the project design.

Low reading level was one of the main factors in the disqualification of individuals. Another was that some did not meet the underemployment or unemployment criteria, a discovery made when the Alabama State Employment Service interviewed them. Some were holding jobs which paid them above the minimum wage level. Reading performance or screening out by the Employment Service or both factors made necessary the recruitment of additional applicants, who came from the Seasonally Employed Agriculture Workers Program and the Labor Mobility Project, both of which are located on the campus of Tuskegee Institute. Thus, the required number of 109 trainees was eventually enrolled.

The criteria of eligibility set by the Labor Department were that each prospective applicant: (1) be head of a family or household, (2) be unemployed or underemployed, (3) be a resident of the State of Alabama, and (4) show evidence of two years of employment at some time in the past. In addition to the criteria for eligibility set by the Labor Department, the project administration made the following stipulations: (1) that male participants be within an age range of 21-45, (2) that female participants be within an age range of 30-45, (3) that the minimum reading level for acceptance into the program be Grade 3.5 (the instrument used to determine the trainee's reading level was the

Gray Oral Reading Test), and (4) that each trainee be in good physical health (trainees were given health examinations by physicians on the staff at the Institute hospital).

The screening and selection based on the reading level of the trainees were used to carry out the research design of the project and to make homogeneous grouping possible. Each trade area had two sections designated by the letters "A" and "AA". "A" sections were composed of more advanced trainees, i.e., their reading levels ranged between Grades 7 and 12; and the "AA" sections had trainees whose reading levels were Grade 6 and below. The "A" and "AA" differentiation was used in preference to "A" and "B" because of the experience of the initial project in which trainees in sections labeled "B" appeared to feel that a stigma was attached to their groups. Use of "A" and "AA" to differentiate sections seemed to contribute to the wholesome climate maintained throughout the training phase of the project.

B. Diagnostic Characteristics

Some assessment of the input characteristics of trainees is essential in counseling. Information for the assessment was secured from the intake interview, the Mooney Problem Check Lists, and several tests considered descriptive of the trainee's experience, and diagnostic measures to guide counseling.

The intake interview was the first individual contact with the trainees. These interviews were a necessary part of the trainees' records; however, they were often interpreted by the trainees as unnecessary probing. Much of the information given by the trainee during the intake interview was questionable; in fact, responses appeared to be preplanned. However, no attempt was made by the counseling staff to question the validity of information at this point. Instead, effort was made to accept whatever the trainee said regardless of its credibility. In subsequent conferences some of the information given in the initial interview was clarified and corrected by the trainees.

These trainees, of limited circumstances, opportunities, and in some instances, experiences, posed many perplexing problems. To those with badly distorted perceptions and negative outlooks, the world appeared to be an unfriendly, sometimes hostile, place. This narrow view of life affected the general attitude of the individual, among the effects being the reduction of his ability to function successfully and to adjust progressively. This type of personality readily distrusted others and felt that people would take unfair advantage of him. Group counseling enabled this kind of person to identify with others, to become aware that others shared his problems, and to realize that he was not a unique person. Sensing his feelings of inadequacy, his peers encouraged him toward more positive thinking and supported the counselor in her attempts to redirect his thinking toward more realistic and positive channels. At times, nevertheless, others shared his feelings and supported him in his negativism.

Scores on the Revised Beta Examination were used as a measure of accumulated intellectual experience, distributed as follows:

		Trainees	
I.Q. Score	Group	Number	Percent
90 - 109	Average	47	39
80 - 89	Below Average	47	39
71 - 79	Inferior	18	15
70 and below	Defective	9	7
Total		121	100

The Revised Beta Examination seemed to be more suitable than some others for use with the kind of population to which the trainees belonged, requiring no reading and designed to measure general mental ability of persons who have had little formal education, and usable even for administration to non-English-speaking persons. For counseling purposes, this test was interpreted as an indicator of intellectual experience on which instruction would be predicated.

It was essential to determine the ability of trainees to cope with written instructional materials, a high priority skill. Reported school grade level at the end of formal instruction was found to have little relationship to communication and computative skills as measured by the Gray Oral Reading Test and the Iowa Tests of Basic Skills in reading and mathematics. The following distributions were observed.*

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*For 89 male trainees only.

Communication and Computative Skills Levels

School Grade Level	Reported School Grade		Gray Oral Reading Test Performance		Grade Equivalent Iowa Basic Reading		Math.	
	No.	%	No.	%	No.	%	No.	%
10 - 12	37	42	38	43	0	0	0	0
7 - 9	32	36	14	16	18	20	20	22
4 - 6	18	20	28	31	47	53	46	52
Under 4	1	1	9	10	15	17	9	10
Not Given	1	1	0	0	9	10	14	16
	89	100	89	100	89	100	89	100

The counselors quite simply could not take any characteristics for granted or make assumptions on their own or accept any assumptions offered them. At the very outset of the training program, the counselors needed profiles, however crude, to enable them to service trainees and instructional staff. As the program went on and more was learned about the trainees, these profiles came into sharper focus and the trainee-counselor interaction became more mutually rewarding.

In profile the average male trainee was:

1. Thirty-five years old.
2. Married.
3. Had four children.
4. Previously employed as unskilled worker.
5. Had lived most of his life in a rural area, or in a town of less than 5,000 population.
6. Was functionally literate between Fifth and Sixth Grade.
7. Tested as low average intelligence as measured by I.Q. test used.

C. Women Trainees

Women were not included in the first project but a course of training for women as nurse's aides was provided in the second project. The three training courses for men were twelve-month courses and the nurse's aide course was for a six-month period. Only sixteen women were in the program at any time during the year of training.

The female trainees who were enrolled in the program had problems similar to those of the male trainees. Basically, they shared the same handicap of having limited formal education and marketable skills. In addition to the problems that are usually prevalent among individuals from disadvantaged groups, there were special problems unique to women enrolled in the program.

A survey of their work histories revealed that they were more limited than the male trainees in job experiences and that their jobs had been mainly in domestic or farm work. Twenty-seven of the women trainees (85 percent) had worked as maids, cooks, or farm workers. Of the remaining five, two had been clerks and one each a nurse's assistant, laundry presser, and "never employed".

The majority of the women not only were heads of households and the primary wage earners, but were also responsible for their dependent children whose ages ranged from six months to 18 years.

From the outset of training, then, it was evident that the female trainee would bring to the program special problems for counseling that the male trainee had not presented. A disturbing factor was that the length of training for the female trainee was limited to 26 weeks as opposed to 52 weeks for the male trainee.

The counselors were faced with many questions and no visual solutions. Namely: (1) Could positive growth and attitudinal change be brought about in the six months allotted for training two groups of women as nurse's aides? (2) Would these trainees be able to accept jobs and perform satisfactorily at the entry level? and (3) What effect would responsibilities at home have on class attendance and overall participation?

The special problems of the female trainees fall into three distinct categories: (1) Dual Role Responsibilities, (2) Absenteeism, and (3) Lack of Mobility in Job Placement.

Dual Role Responsibilities - Of the 32 female trainees in the program, 25 had dependent children whose ages ranged from six months to 18 years. Six of the 25 women were married and living with their spouses. However, 19 of these trainees were either divorced, separated, or single women with dependent children. The majority of these 19 homes had no permanent male head of household; therefore, it was necessary for the women to assume the dual parent role. Being the sole parent often prevented trainees from following through on class or skill assignments because there was no available time after school. Inevitably, fatigue became a problem for these women.

It was interesting to observe the manner in which individual trainees perceived their roles as program participants; for some, the hours spent in training were a welcome relief which insulated them from the problems they faced at home. For others, the training day was not a momentary reprieve; the problems of home were always with them. The main concerns were: sick children, inadequate supervision of preschool children, discipline of children, and insufficient funds.

Absenteeism - It was often necessary for the female trainee to be absent from training because of her children's illness or that of the person responsible for their care. Trainees with pre-school children had considerable difficulty in finding persons to take care of their children. Day-care centers were not available in the rural communities where they lived, and day-care centers near the training area were not available to them. The trainee had to either leave her pre-school children with inadequate supervision or stay at home and be absent from training. Although a reasonable number of absences were allowed by the project, when the allowed number was exceeded, the weekly allowance was reduced. It was hard for the trainees to adjust to this financial loss.

In counseling with the female trainee, one soon recognized that her problems were complex. Even though every effort was made to help the trainee realistically, no satisfactory solution was available for the circumstances. However, some observations and recommendations can be made for future programs that involve female trainees. They are: (1) the accessibility of day-care centers for pre-school children in rural areas; or (2) the availability of day-care spaces for trainee children near the training area.

Lack of Mobility in Job Placement - The demand for trained nurse's aides is not very great. The training for this semi-skilled job is often conducted by local hospitals and consequently women who have limited formal education are able to apply directly to the hospital for training and subsequent employment. Usually, because those who seek these jobs are aware of their limitations, they tend to remain on the job as long as possible and thus create a negligible turn-over in job openings in the area from which our trainees were recruited. The job opportunities are somewhat better in other Southern states.

Twenty-eight of the 32 women trained in this program were unable to accept employment outside the State of Alabama. Four mobile trainees were placed on jobs in other states. The same problems that had persisted during the training phase of the program were still present, that is, dependent children, pre-school children, and home responsibilities.

Jobs were developed for 30 of the 32 trainees when they completed their training, some in their training area, others in more distant areas. Although jobs can be developed, the female trainee is not always able to accept employment for a variety of reasons, some of which have been discussed. Jobs were developed for four trainees near their homes, but because day-care centers were over-crowded and supervision of pre-school children was inadequate, these mothers could not accept employment.

One trainee commented that she had a difficult time attending school with her three pre-school children, but the program made certain allowances for her; on the other hand, she observed, few employers would understand her plight when it was necessary for her to be absent from work because of responsibilities at home.

III. GROUP COUNSELING

PRINCIPLES AND CONCLUSIONS

1. Initial interviewing and testing should be kept at an essential minimum.

2. A brief intake interview of less than an hour, in which questioning is casual, can give the interviewee the feeling that the staff is interested in him or her. Long interviews with probing questions can make the interviewee suspicious and resentful.

3. Simple tests necessary for identification and placement of trainees may be given. Elaborate tests should be administered after they are settled in the program and not in the introductory period.

4. Group counseling sessions should be carefully planned so as to be addressed to the interests of the trainees.

5. No assumptions should be made about the knowledge of the trainees. Their questions should be carefully attended to as clues to their interests and store of information.

6. Great care should be taken not to talk down to trainees or to talk above their level of comprehension. This means impressing them that talking to them is serious business.

7. To most persons the most interesting subject is themselves so long as they may make personal identification with the generic. Always lead from the specific to the general.

THE TUSKEGEE INSTITUTE EXPERIENCE.

From the intake interview and diagnostic tests it was considered unlikely that a program of individual counseling could be immediately effective. In the rural and small town communities from which the trainees came, the neighborhood was the world. In such a small world people "know about" a person and what they don't know they don't ask. Asking in such a social situation constitutes both "prying" and a futile exercise. This cultural characteristic was promptly emphasized by the trainees in expressions of resentment against tests and questionnaires, and the frustrating silence and evasive statements left no doubt as to the futility.

There were other deterrents to immediately successful group counseling. For example, it was soon evident that teachers and counselors would have to learn the vernacular of trainees before the trainees would try to communicate with staff. Again, as important to communication as using a common vernacular was the need to guard against the appearance of talking down to trainees. Whatever skills and knowledge the staff might have, trainees were sensitive about any behavior they interpreted as treating them like children or fools. They had an expression for this behavior: "She don't treat you like you grown. She talk to you like you big-size but don't know nothing."

The first challenge to the counseling staff was to answer the unspoken questions the trainees were asking. Their enrollment in the program suggested basic interests and in the initial stages group counseling was addressed to these. Group counseling sessions were planned for both the trainee and the counselor to discuss, explore, learn and exchange ideas pertinent to the trainees' personal, social and vocational interests.

Against a background of tempered optimism about quick success in counseling, the staff prepared to deal with unspoken and spoken questions of trainees whose basic interests were to be found in the motivation leading them into the program. These interests - personal, social, and vocational - provided the first challenge to a counseling staff to plan productive, cooperative sessions of discussion, exploration, and exchange of ideas.

Two units were developed as guide lines. Unit I, designed for the first three months of training, had as its major objective assisting the trainees in obtaining a realistic understanding of the world of work. Unit II was designed for the remaining nine months of training; its concern was understanding the self as a well integrated and socially effective worker. The major objective of this unit was to help the trainee understand and adjust to self as such adjustment relates to success on the job and success in life.

Although at the outset these objectives were spelled out with comprehensive outlines to accompany them, no rigid time schedule was maintained and no inflexible outline adhered to. Effort was made to maintain flexibility and to have the group sessions serve as a sounding board for group concerns and group problems. Moreover, the sessions were used to answer questions that the trainees wanted answered; they were not limited to just what the counselor wanted them to hear. It was often necessary to alter plans and listen to current concerns of trainees before introducing new ideas and concepts to the group. From past experience, it has been learned that adults are not as receptive to change and new ideas as a less experienced population. They must first recognize a need for change and relate this need to their own particular situation.

Considerable effort was extended to create for the small group session a completely different climate from the structured classroom environment. The latter, for many of the trainees, was a reminder of a past failure and defeat and so the conventional classroom seating arrangement was changed to an informal circle arrangement. Hand raising was discouraged and free expression was encouraged. At the beginning very little respect was shown when a group participant was expressing himself orally; however, after a careful explanation of the reason why this procedure was being followed, trainees began to show respect for the opinion of others and to hear each other out even though differences of opinion existed.

The objectives for both units were implemented through the following methods: (1) occupational analysis, (2) counselor serving as group leader, (3) trainees serving as group leaders, (4) free discussions, (5) films, (6) role playing, (7) sociometric evaluations.

Group counseling was devoted to helping trainees learn through interaction with two main general objectives:

1. Assisting the trainees in developing attitudes, habits, standards, and values suitable to life's activities and to occupational success.
2. Aiding trainees in making desirable, thorough and necessary decisions that will facilitate wholesome adjustment in a social world.

Group sessions were semistructured for informal discussions to gather educational, occupational, and personal-social information. Through participation and interaction in the sessions, trainees were able to detect some of their problems and to try to solve them. Group counseling, then, provided an explicit kind of learning during the program.

A. World of Work

Group counseling was planned for each trade area at regular periods devoted to exploring the occupation from all phases, stressing wise planning and adequate preparation and understanding for a world of living and working.

Focus of attention was upon three distinct texts, structured to allow for flexibility and complete change of plans if indicated by the group. The texts explored fully during the program were: "Vocational Exploration" (Brickmasonry, Carpentry, Meat Processing, Nurse's Aide), "Self Understanding" and "Seeking, Getting, and Holding the Job." An outline related to each was prepared in advance of its introduction.

Each text was allotted three and one-half months, considered to be sufficient time for exploration and activities related to it.

Many concepts were explained before pursuing texts in order that trainees might have bases for their thinking and discussion. Usually, the concepts were those general ones which all would face in the world of work.

Initially, the labor force, including what it is, trends in labor, and outlook in the area of the vocation, were the introductory points. Factors influencing labor were enumerated. The more significant were fluctuating economy, population change, worker supply, demands of goods and services, legislation and seasonal affects. Another factor discussed during the initial sessions was the effect upon the labor force of changes in job requirements, availability of, jobs, new products and styles, likes and dislikes of consumers, marriage and birth rates.

Background information having been provided, the occupation itself was explored beginning with introduction and stated objectives.

To fully comprehend venturing into a specific vocation, one must seek to understand many things: himself; others; the world of work and its demands and expectations; and functions of the home, family, communities, and society in general. Many experiences are encountered upon entry into the occupational market. For some, these are entirely new; others may have a more formal knowledge of old experiences.

How many persons will find their place in the world of work? How many will live and work harmoniously with others? How will one provide for his own needs plus those of his family? How many will make a worthwhile contribution to society? Intelligent choices can only be made by knowing something of the opportunities that await.

Objectives in vocational exploration were:

1. Helping trainees gain general understandings of the expectations of chosen occupation.
2. Aiding in the awareness of training and preparation as a means of improving one's self through his occupational choice.
3. Aiding trainees in the understanding of personal qualities that will enhance future occupational success.
4. Aiding trainees in developing awarenesses of an appreciation for current vocational literature.

Surveying the building trades established need for definition of terms commonly used in the construction industry such as construct, contract, contractor, estimates and others as they arose. Hypothetical situations and examples were commonly used to facilitate understanding.

Types of construction and what each embraces were considered early: heavy construction consists of roads, bridges, canals, factories, dams, and office buildings. Light construction consists of homes, farm buildings, stores and small industrial buildings.

During the exploration of the chosen vocation, it was necessary to overview the building industry in terms of jobs, job titles and the rate of consumer spending for building alone. Construction trades related to brickmasonry were significant in that trainees were made more aware of what would be expected of them in the field of construction.

Vocational discussions were related to training in the vocational skills, and trainees provided built-in reinforcements by contributing to the discussions in counseling sessions and in skills classes.

Two examples of outlines for discussion of finding a place in the world of work follow.

MDT PROJECT
TUSKEGEE INSTITUTE
Tuskegee Institute, Alabama

GROUP COUNSELING

Skill In Applying For A Job

Before applying for a job, a person should spend some time in organizing factual information about himself. The information that one is expected to have available for an interview helps the interviewee tell about himself and his qualifications in an intelligent organized manner. It also helps the interviewer in his evaluation of qualifications and interests in placing an applicant on a job. Having the correct information available during the interview is essential also in follow-up if a job is not available immediately but an opening is expected to develop in the future.

I. PREPARATION FOR THE INTERVIEW

A. Have All Factual Information About Yourself Ready.

1. Know your telephone number.
    a. If you do not have a telephone, try to provide a number from which someone will deliver a message to you.
2. Know your social security number.
    a. If you do not have one, apply for one at once.

B. Have necessary papers ready so that you can produce them promptly; do not waste the employer's time searching for them.

1. Driver's License
2. Proof of Age
3. Union membership card
4. Social Security card
5. Letter of introduction

6. Letter of recommendation from previous employer
7. Military records

C. Know your work record. Have the following information well organized in your mind. Take along written notes if necessary.

   1. A chronological record of all your jobs and periods of unemployment.
   2. The names of the companies you worked for and their kinds of business.
   3. The exact dates of employment with each.
   4. Your rates of pay.
   5. The nature of the work you did:
      a. Know the title of each job.
      b. Be able to describe exactly what you did and how you did it.
      c. Be able to list the important tasks of the job.
      d. Be able to name any equipment, tools, or machines you have used.
      e. What you liked about each job, and why.
      f. What tasks you learned quickly and easily.
      g. The reason you left or lost each job.
      h. The names of supervisors who can give information about your performance.

D. Know your school record. Be able to give the following information:

   1. The names of the schools you attended.
   2. The dates you left or graduated.
   3. The courses you took.
   4. The subjects you liked best and least, and why.
   5. The subjects in which you got the best marks.
   6. Any extra curricular activities you participated in.

E. Think of your hobbies and past times.

1. Know what activities you engage in most frequently in your spare time.
2. Be able to describe a hobby as you would describe a job.
    - a. What you did and how you did it.
    - b. What materials or equipment you need.
    - c. If you would like to earn your living that way. Take along samples, if possible.

MDT PROJECT
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Tuskegee Institute, Alabama

GROUP COUNSELING

Wages and Duties

I. Be realistic about your wages.

  A. The employer sets the salary for a job according to:

    1. The wage scale in his company.

    2. The going rate in the area for the particular occupation.

    3. Your present qualifications for the job:

      a. If you have had limited experience, you can't expect to start as high as someone with good experience in the occupation.

      b. Even if you are fully qualified to step in and do the job without further training or close supervision, you can't expect to start as high as a worker who has been with the company a long time and whose faithful service has been rewarded with periodic raises in pay.

    4. The employer will not pay you a certain salary simply because:

      a. That is what you say you need.

      b. That is what you earned on your previous job. When you change jobs, you sometimes have to take a cut in pay.

    5. Remember the future of the job is more important in the long run than the starting wages.

II. Be realistic about the beginning duties of a job.

  A. A new worker often has to do more lower-level or menial aspects of a job than longer-time employees are required to do.

    1. Refusal to start at the beginning may cost you job opportunities.

    2. Remember it is what the job will lead to that counts.

B. Be realistic about working conditions.

1. Don't expect to find a job with the precise working days and hours you would like.

2. Don't expect to find one in a new, spic-and-span, air conditioned building.

3. Don't expect to find one with co-workers all your own age.

4. Don't expect to find one in your own neighborhood or in the location you would like.

5. Remember, the more restrictions you set up, the more you limit your chances to get a job.

C. Avoid mention of personal, family, or financial problems unless the employer asks specific questions along these lines.

1. This would be taking up the employer's time with matters that do not concern him and with which he cannot help you.

2. If you emphasize your troubles, he may think you would be a problem worker, and decide not to hire you.

3. Discuss only matters related to a job.

The phase of job study entailed exploration from three facets, seeking the job, getting the job, and holding the job. Each facet was approached in a manner providing for modification according to the needs of the trainees.

It was essential for every trainee to know how to seek jobs. Basically, the beginning was to seek jobs each person knew he could do, seek jobs that each person really wanted to do, and meet requirements for the jobs sought.

Procedures to follow in seeking jobs were emphasized. Classified ads, Chamber of Commerce listings, the yellow pages of the telephone directory, placement agencies, friends, and family members were the chief sources of information about jobs. Group made wide use of classified ads and telephone directories in practice sessions.

Applying for a job in writing was studied at length. Two types of applications were used, the formal application and the personal history or resumé. Emphasis was placed upon neatness, completeness, and accuracy of the information as the three characteristics of a good application.

Significant topics in the study of jobs were the appointment and the interview. The group carried out exercises in making appointments by telephone and requesting interviews. The technique of role playing enhanced the trainees' consciousness of good word usage, skilled and pleasing intonation, and clarity of enunciation as important factors in securing jobs.

Counseling sessions stressed the personal interview through role playing which brought in all of the foregoing skills. Other factors highlighted as important in selling the self to prospective employers were punctuality, going alone for the interview, good manners, self confidence, and easy but dignified posture. Trainees became aware of what employers look for in applicants for jobs, what makes a successful employee, and how one's first impression upon an employer can attitudinize the job. Recording tapes were used so that each trainee could listen to himself and strengthen himself where self examination via the recorder revealed weaknesses.

Holding the job was vivified with the trainees by stressing punctuality and respecting rest breaks, coffee breaks, and sick leave. Other factors in holding a job were reflected by group members; these included doing the job well, taking pride in the job, and being courteous at all times.

Among reasons given why people fail to get jobs were negative attitudes, poor appearance, unrealistic wage demands, lack of training, poor reputations, and lack of sincerity on the job.

Reasons for failure to hold jobs were enumerated as poor attitude, inability to perform job, unwillingness to do the job, inability to take criticism, being a "know-all", poor appearance, and inability to get along with fellow employees.

Further study and looking to the future while working were considered worthy of exploration. Ways of doing so were described as working diligently to meet objectives of the employing firm; working cooperatively; reading books, magazines, trade journals; and observing as much as possible. Enrolling in formal training during non-working hours was stressed as a highly acceptable idea.

Trainees were briefed on compensation laws and labor laws at the very end of this unit exploration. Many group activities of role playing, application filling, self-recording, and emphasizing significant occupational, educational, and personal-social information, brought out in each trainee strengths that had been literally unknown and untapped.

B. Self and the Social Situation

The second general objective of group counseling was to aid and guide the trainees in making desirable and necessary decisions that would facilitate a satisfying adjustment in a social world.

The training experience was recognized as contributing more to the lives of the trainees than the mere acquisition of a new vocational skill. Several likelihoods accompanied the anticipated new job: being accepted as a person, playing a new role in relation to fellow workers and employers, adapting oneself to new neighbors and a strange community. Questions the trainees needed to ask and answer for themselves in this context were: "What behavior, conduct and social skills will be necessary equipment for me?" "What kind of neighbor and citizen must I aspire to be?"

Realizing the necessity for one to be able to get along with others in the world of work and understanding one's self were most important. Each person has a unique and distinct personality with traits and characteristics that are solely his. It was necessary at this point to help each person analyze his personality in terms of his own adjustment and self. In cases where modification was needed, trainees began contemplating how they could change, for betterment, some of their undesirable traits for success in the new job situations and other areas of life as well.

The text, "Understanding the Self," was developed through an outline. An adjustment scale and personality rating were carefully examined along with the text. Each person measured himself by these instruments, which were developed to become a mirror for each man as the departure point of many relevant sessions.

The goal of group counseling is to develop within each trainee an understanding of himself in order for each one to be able to make adequate occupational, educational, and personal-social decisions. To arrive at this self-understanding, trainees needed certain information about human behavior. With some background and self-analysis, they sought answers to the questions, "What is personality?" "Can one change his personality?"

The most important phase of understanding oneself was gaining knowledge of the meaning of the term "personality". Trainees were helped to recognize that personality is not something that, "just happens", but is a person's total behavior and characteristics, resulting from influences of both heredity and environment.

General and specific objectives set forth in exploring the text, "Understanding the Self", were:

General

1. Understanding the implications of self-understanding and good personal-social adjustment in the world of work.
2. Gaining knowledge and awareness of likenesses and differences in personalities based on basic fundamental needs.

Specific

1. Helping trainees gain an awareness of good personal adjustment and its relationship to occupational success.
2. Aiding trainees in understanding self better by recognizing strengths and limitations and in creating a willingness to modify where needed.

An overview having been provided and the objectives of self-understanding clearly states, various meanings were offered and the trainees formulated their own definitions representing their perceptions of the inclusive term.

Further, the personality determinants were clarified. The essential ones related were constitutional, group membership, role and situation. The effects of these upon persons in daily life were explained.

The components of personality were pointed up to increase understandings that among others trust, autonomy, initiative, accomplishment, identity, sense of intimacy, parental sense, and integrity are indicative of adjustment in the world in which one lives and works. Included, and equally important in the analysis of personality, is the self- concept which was discussed, and the importance of its being positive. Two concepts, physical and psychological, embrace the self-image.

Environmental factors that influence the self-concept and the relationships to the job world were pointed up during the group sessions. Many of these factors encouraged members of the group to share personal experiences with others. Family expectations, attitude toward family members, physical state, impact of communications media, school, occupation, religion, peer opinion, and family problems were the factors most significant to trainees as they made attempts to understand better the whole concept of personality and its effects upon persons in their various roles in everyday life.

Likenesses and differences in personalities were pointed up to show that each person has the same basic physical and social needs. Each one, however, has varying degrees of these.

The basic physical needs pointed up were air, food, water, temperature regulation, rest and activity alternated. Social needs were approval, recognition, sympathy, successful achievement, understanding, information, beauty, safety, love, sex, belonging and many others as they arose during the period.

The study of "Understanding the Self" was carried out during a period of three and one-half months, beginning in September and ending in December. Each session was one hour per week. The topic was introduced by the counselor's explanation of its significance. Other means of exploring the topic were through group discussions, selected printed material, film and graphic material.

Social topics dealt with human relations, family relationships, sex, peer group relationships and relationships on the job.

Self-improvement or attitudinal change is a major objective of group counseling. The trainee was exposed to various learning situations and with some he could identify in terms of his own problems. He was encouraged to explore "self" and to learn his likes, dislikes, strengths, weaknesses, needs, desires, interests, abilities, and personality. Further, he was encouraged to analyze his self image, feelings toward others, ideals and goals. Much of this was in group counseling as he participated in the various discussions. Such instruments as tests, sociometric studies and individual counseling identified much of the information concerning the trainees, yet group counseling provided an excellent opportunity to observe a man or woman in group activity.

IV. GROUP COUNSELING TECHNIQUES

PRINCIPLES AND CONCLUSIONS

1. Techniques of communication, motivation, development of esprit, stimulation of interest, and instructional reinforcement are as important as subject matter in group counseling.

2. Physical arrangements for group counseling sessions should be carefully designed for maximum comfort while providing for maximum attention-arrest.

3. Invited speakers should be pointedly informed about the characteristics of the group to whom they will be speaking.

4. Trainees should be given the opportunity to formulate questions they would like a speaker to discuss and these should be forwarded to the speaker prior to his appearance.

5. Care should be taken to avoid "auditory erotics" in choosing speakers. Persons enchanted by their own voices and words, who are careless about communicating with the audience should be avoided.

6. Speakers and films used in group counseling sessions should be introduced so that the group knows what to expect.

   What the topic covers and what the film shows should be indicated so that the salient points will be anticipated to preclude a presentation becoming entertaining but pointless.

7. Discussion following all speaker and film presentations is a must so that members of the group may exchange views about what they have seen and heard and the relevance of these to their own interests.

8. The group should be briefed and brought to understand the significance of whatever group and sub-group activities they are asked to participate in.

9. Members of the group should be encouraged to take all possible roles as leaders and spokesmen with counselor being a catalyst not dominating or being the mover of the group.

THE TUSKEGEE INSTITUTE EXPERIENCE

The film series, the forum series, small group discussions, and the trainee association were all subsumed under the heading, group counseling.

These sessions, although each varied in scope, had common objectives. Group counseling afforded opportunity for the trainees to assemble en masse and to participate in activities as members of the group.

The forum and film series were structured settings in which topics were introduced for group discussion purposes through resource speakers and visual aids. The trainee association, frequently called the student government, remained semi-structured, providing the members with opportunities for group interaction or for the exchange of ideas, to function holistically for the purpose of organizing and operating to achieve common goals.

The forum presented specialists to discuss health or personal hygiene, social skills, civic competence, economics, family relations and philosophy. Group interaction resulted after presentations when questions of a general or specific nature were posed by various members of the trainee body.

The film series, a counterpart to the group counseling sessions, served as an effective means of introducing personal-social problems for discussion. This session provided an opportunity for the trainees, through the use of film, to explore various topics: family relations, character development, financial management, community responsibilities, employment practices, responsibilities of parenthood, human relations and future planning.

A. The Forum Series

In order to complement the information and experiences gained in regular group guidance and class sessions, the body of trainees met as a whole, once per week, for exploration of various topics which were designed to be informational, educational, and inspirational in the development of a more fully informed student, family member, citizen and employee. To meet the trainees' needs, it was necessary to plan dissemination of information pertinent in aiding beneficial enlightenment.

Subject areas to be explored during the one hour (weekly) general sessions were planned for additional specific information to enhance the general knowledge that each one usually possesses.

The selected broad topics for discussion handled by professionals during the series were:

1. Personal Hygiene
2. Social Skills
3. Civic Competence
4. Community Resources
5. Community Law
6. Philosophy of Life
7. Consumer Economics
8. Family Relations
9. Professionalization
10. Special Discussions

The objectives of the forum series were to:

1. Help to develop the trainees into more well rounded, enlightened and functioning citizens.
2. Encourage interaction and discussion of socially significant subjects.
3. Aid in the acquisition of knowledge of various community resources and of their benefits.

4. Develop within the individual a desire to seek that which is unknown, through inquiry and discussion.
5. Aid each individual in the understanding of employer-employee relations including expectations of employers and benefits one may gain through participation in the world of work.

The organization of plans for the group counseling was to provide specialists to inform the group about topics of significance in the scheme of everyday living. Each broad topic was delimited by the speaker. Every broad topic was planned for and presented more than one time by different professionals, a procedure which aided the reinforcement of knowledge in the original area.

One of the counselors was responsible for securing specialists in each area. Each prospective consultant was contacted by letter, telephone, or in person. Upon contact, the objectives of the group session were explained. When the prospective consultant consented to make a presentation, confirmation of date would be given and the presentation would be planned. In as many cases as possible the same general topic would be discussed sequentially.

During the sessions, trainees assumed roles as they were listed in mimeographed directives:

ROLE OF TRAINEE	DUTIES
Presiding Officer	Calling house to order and giving opening statement.
Presentation of Speaker	Introducing guest speaker to the group.
Inquiry Leader	Leader of questions from body to speaker and recognition of other inquirers.

ROLE OF TRAINEE	DUTIES
Host or Hostess	Receiving guest and giving impromptu appreciation statement on behalf of body after discussion.
Monitors	Keepers of attendance in each trade area and distributing mimeographed programs at each session.

Example of Forum Session

MDT PROJECT
TUSKEGEE INSTITUTE
Tuskegee Institute, Alabama

WEEKLY FORUM
July 14, 1966

Residence G - Lower Lounge
4:00 P. M.

TOPIC: "Civic Competence"

Opening Statement . . . . Mr. Charles Alexander
Brickmasonry

Introduction of Guest . . . . Mr. Brady Tarver
Brickmasonry

Guest . . . . Mr. William P. Mitchell
Executive Secretary
Tuskegee Civic Association
Tuskegee Institute, Alabama

Inquiry Period . . . . Mr. Philip Kennebrew, Presiding
Meat Processing

Appreciation Statement . . . . Mr. Tom Goshea
Carpentry

Announcements . . . . Mr. Allen McCray
Brickmasonry

MONITORS:
Mr. Charles Cooper, Brickmasonry
Mr. Eddie Swanson, Carpentry
Mr. Ezekiel Cox, Meat Processing
Mrs. Aranna Andrews, Nurse's Aide

WEEKLY FORUM

Opening Statement:

"Civic competence is of vital concern to all of us. What is it? How can persons be more competent? These and other questions are the points of focus today."

Introduction of Guest:

"Our guest today received his formal education at Tuskegee Institute. He is presently employed at the Veterans Administration Hospital in the Division of Physical Therapy. Other activities include:

1. Engagement in civic activities since the late 1930's.
2. Executive Secretary of Tuskegee Civic Association for 17 years.
3. Cooperated with and assisted attorneys of U. S. Department of Justice in voting case in Macon County which concluded in 1961.
4. He is a widower, father of one daughter who is an attorney in St. Petersburg, Florida.

May I present:

Mr. William P. Mitchell
Executive Secretary
Tuskegee Civic Association
Tuskegee Institute, Alabama

Lecture:

I'm very pleased to be here to discuss this matter of Civic Competence. I've asked a lot of questions about you as to the general make up of the group such as place of residence, whether adult, etc. In doing so, I have found that all of you are from

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Alabama. That makes my discourse much easier because what I plan to talk about is Alabama and the various ramifications of civic competence and civic responsibility in Alabama. I'm happy that all of you are Alabamians.

I was also interested in the degree of participation that you, the trainees, would have in the discussion. I certainly hope that you will ask all kinds of questions after I have consumed about 15 or 18 minutes of exploration concerning what I have said or anything else that will increase your civic knowledge. First, in order to be civic competent, one needs to have civic knowledge. We have tried to move with such speed so as not to make costly errors. When I say we, I'm speaking mainly of Tuskegee Civic Association and to a lesser degree, the Tuskegee and Macon County community. We've tried to weigh what we want to do by determining first what we want to do and select the avenues to travel in trying to reach our objectives, so my suggestion is as you leave Tuskegee and go back to your communities throughout the State of Alabama, you might well consider some of these suggestions. How best to become civically competent? It would appear then that in order to move as diligently as possible in civic matters, one needs to know what's out there for him. What he needs to do in order to expose himself to it or share in it. One needs to know something of the nature of civic democracy, Under civic democracy, we have listed some 5 or 6 general sub-headings:

1. Legal democracy - What are your responsibilities and what are your legal protections under legal democracy?

2. Political democracy - What is political democracy? Political democracy is simply participating without any restrictions, limited only by your ability, not any political limitations.

3. Education democracy - Education democracy is exposure to the degree of education that one is able to absorb and to disseminate in order to make oneself a better citizen.

4. Economic democracy - You're here because of your interest in economic democracy. That is, dollars and cents. How best can you apply yourself to get the most of the energies you expend in order to better take care of yourselves and your families.

5. Social democracy - That, of course, is a matter which is almost self-explanatory. One feels that one can do as one chooses with the proper decorum and not force himself on others and others will not force themselves on you. But there should be no barriers if there are two, three, or twenty people who want to socially intermingle; there should be no barrier for their having done so or for their doing so.

What should we look for from responsible government in a democracy? We may break that down to a legislative role, the executive role and the judicial role. The legislative is that, of course, which makes the law. You know in Alabama, we have what is known as the Upper House and the Lower House and a Senate and House of Representatives. It is copied somewhat after the Federal Government.

Then, you have the executive role. You have a Governor, Cabinet Members and other appointed persons who have a lot to do with your daily lives, so those persons have a responsibility to you as citizens of Alabama. Then there's the judicial role. When it becomes necessary for some of our questions to be adjudicated before a judge, then we ought to know something about the responsibilities we have in the courts and what we expect to get and what our role is in seeing to it that our courts are functioning in accordance with; we perceive it to be in the best interest of all its citizens.

Now, I believe, at this point, I'd like to come to actual participating in government and certainly to begin with, we think of registration and voting. I assume you are grown and that all of you can vote in your respective counties. In the State of Alabama, if you are 21 years old, you can vote. You need only to spend six months in your county, provided you were not born there, to become a qualified voter. Assuming for example, that one left Choctaw County and went to Lowndes County, then he would have to live six months in Lowndes to become qualified to register to vote. You will not register in a county unless you have stayed in that county six months.

Now, to us, registration is more than a status symbol. We mention that because there are those of us who feel that once our name is put on registration rolls, we have it made--that is, there for you to see--anyone to see and no one can count you out because your name is on the roll. That is not, necessarily, true. Your being a registered voter does not mean anything unless you exercise that right and privilege and responsibility to vote and vote intelligently. Too often, there are those of us who look upon status as the most important thing we may have. To some extent, it is understandable. To some extent, we have been without a lot of things. We feel that those extraneous things and those things which don't add to you in a general way, but add to you in an outward showing as being very important. That, to a great extent, accounts for many of us buying automobiles that are much too large for our economic ability to pay for them, and other things that we cannot afford. That matter of status - that matter of wanting to belong - to be. It's good to want to belong, but you should belong on a firm foundation rather than take those things that are made of sand.

For instance, twenty some years ago, when television first became fashionable, in many cities throughout the country, there were persons who could not afford one. Knowing how gullible some of us are with the idea of having a TV or pretending, one firm alone made 10 million dollars from selling boxes to look like a TV, with only a glass in it to look like a TV. These were sold for $10 each. Persons bought them to sit up in their homes. They were not intended to play and would not play. That is an indication of a person looking for a status. Because of that, we find ourselves sometimes putting emphasis in the wrong direction. We should put our emphasis on those things that are lasting--those things that are real--not those things that are false.

Another item I'd like to mention is that of expecting something for nothing. If you are going to be a worthwhile citizen in your community, you ought not, at all times, want your government to do something for you; you ought to do something for your government. This matter of wanting something for nothing can be disastrous. Those of you who read the paper last week, rather this week, a lady looked for something for nothing. She had something like five or six hundred dollars, and some people came up to her and said, "We have just found 15 hundred dollars. If you give us $500 dollars, we will give you part of this 15 hundred dollars--the 500 dollars for good faith." She went to the bank and withdrew her 500 dollars. The name of the person was in the paper in Montgomery, Alabama. She gave her money to these two con men. They gave her an envelope in which they had several pieces of cut-up paper. She got nothing. That was an indication of a person who had toiled not and, of course, she wanted to reap what she had not sown. They "fixed her up fine." It was regrettable, but that was one instance in which our gullibleness can take advantage of us or lead a person astray because we become too involved in getting something for nothing. We want to always get it easy - not wanting to work for it. Certainly, those of you who are present cannot have that attitude. If you want to be a part of the government, if you want to be a part of your community development, to the extent that you want to make a contribution to your community, then you are going to take full advantage of your 12 months here at Tuskegee and do all you can to learn to make yourself a better citizen so that you might better take care of your responsibilities. We have certain responsibilities. We have responsibilities to become acquainted with the civic issues, to become better acquainted with the political issues and candidates. We have responsibility to ourselves to remain clean. We have responsibility not to be loud and the responsibility to keep our surroundings in a presentable fashion.

Occasionally, you may be called upon to vote. There are many reasons why you should vote this way or that way. I think what you might well do is to decide which way will provide the most good for the greatest number and that might well be the criteria or yardstick by which you can make up your mind as to the way you vote. Who will stand to gain by my vote? Will I gain personally while thousands of my countrymen will not gain anything? If your answer is yes, then your vote should be in the opposite direction, not just for yourself, but for others. Too often, that has been the kind of thing that has made our political progress not nearly successful as it might have been. If we will look to see who will benefit from my action - consider how many will be hurt by my action? If I cast this vote for this sheriff who has promised to do me a favor but he will not treat my fellow man right, should I do that? Certainly, you should not do that; you should be guided by your better conscience and vote for the person who promises to do the most for the larger number of persons. There are times when we will be called upon to make greater decisions. There are times, when right now, when you are being called upon or you have toyed with the idea as to which one of these philosophies is correct. Is the philosophy of Carmichael and McKissack correct, or is the philosophy of the other leaders who say "We don't believe in black power"? You have heard a lot about it. Do you want it in the context that these leaders say they want it? You'll have to make that decision. Certainly there are those who have criticized Tuskegee by saying we have not gone far enough, fast enough. There are those who say we ought not restrain ourselves. We ought to take all the positions that our vote will allow us to take.

Instead of taking all the positions in Macon County, we still believe in "Live and let live." We have preached for 35 or more years that we want to share in government. We don't want to take it away. That is the position that we stand by.

Briefly, I'm going to tell you there are 30 some odd positions held in government by Negroes in Tuskegee.

In each county in the State of Alabama, there is a County Executive Democratic Committee, and the committee is determined by the size of the county. In this county, there are 10 members because this county has 10 precincts. Negroes won six of these positions. I'm glad to see in your audience, a member of that committee who was nominated for membership.

I have tried to discuss some of the things I had in mind. At this point, I will be glad to answer questions if you have any in mind with regards to anything I've said so far.

QUESTION PERIOD:

Q - Would it make any difference concerning the vote of the sheriff since the new one is not known and the incumbent is not particularly liked?

A - We have tried to vote for the qualified man. This time, there has been difficulty in determining who the qualified man was. This is a poor situation. The incumbent has strikes against him. One of his deputies mistreated a girl which was reported in the news. The thing that was with the voters was to vote for the lesser of two evils.

Q - What about this concept of Black Power? You've had Black Power in Macon County for a period of 40 years and nothing was done with this Black Power.

A - For your information, in 1945, we filed the first suit against the Macon County Board of Registrars to demand or compel them to register an African. That case was known as Mitchell vs. Wright. That case was handled in the courts three years. Of course, the plaintiff got registered, but we had so much difficulty. As a matter of fact, we had numbers. Numbers don't necessarily mean power. What means power is the power you can muster from the number that you have registered. In Macon County, there are 27,316 people according to the 1960 Census. Of that number, there are 22,000 Negroes. Now, up until 1961, not 1954, there were 1,136 Negroes registered to vote. The reason there was no more, they would not register us. If you would ask why wouldn't they register us, I couldn't answer that. All I know, we did everything we thought we could do to compel them to do so. The number of registered Negroes has jumped from 1,136 to better than 7,000 today as a result of a case won for us in 1960 in Opelika, Alabama. That is why we can do things now we couldn't do then; because, then, we couldn't get registered to vote.

Q - What happened in 1957 that caused the boycott? Can you give us some indications what happened?

A - When our senator, Senator______________ submitted a bill to the Legislature to gerrymand Tuskegee which excluded approximately 4,000 Negroes from the city limits, then the Negroes became indignant and withdrew their trade from the town of Tuskegee and many of the stores closed. Many could hardly be opened. The Attorney General brought a suit against the Tuskegee Civic Association saying we were conducting a boycott which is illegal in Alabama; so we did not have the advantage of many other states. We could not call this a boycott. Speakers who took the platform did not call it a boycott. It was called "selective buying", "trade with your friends"; this case cost in court $17,000 to get out. The people of Macon County paid that.

Q - Is there any particular reason why Negroes are kept in the minority on the county boards, and committees?

A - The only reason, I think, is that population is demanding more and more Negroes. They are necessarily appointed that way.

Q - Who is responsible for appointing people to the board? Who appoints people to the Board of Education, for example?

A - The Board of Education is elected. It is done in a two-one situation. If a member resigns or dies in the interim, the remaining members of the board make recommendations to fill the vacancy on the board. That is what happened in the case in Macon County.

Q - Who appoints the Library Committee?

A - I think it is the Mayor or City Council who appoints members to this committee.

Q - What do you think the results will be when the new sheriff goes to arrest a white person?

A - He will simply arrest him. That's all. I have no feeling they won't be arrested. They have to obey the law like everyone else. Most of us find it difficult to believe a Negro will arrest a white man. That has been happening in Macon County for some time anyway. We've had deputy sheriffs arresting white men in Macon County. I have no great concern that this will not continue where needed.

Q - Do you believe someone will suffer the consequences as a result of this election?

A - Yes, there is always a consequence. Each person that runs wants to be elected. I feel that each person has tried to put in office the person that he feels is best qualified for the job.

Q - Do you believe the poll watchers served any purpose?

A - Yes, in some places. There were some who were not allowed to come within 50 feet of the voting place. Through this kind of manipulation, an election can be stolen. Properly done, a poll watcher will not consent to stay 50 feet away but watch the poll. That is your function, to watch the poll.

APPRECIATION STATEMENT:

I wish to thank Mr. Mitchell for sharing with us such good information. May I say for the entire group that you are welcome to come any time.

During the first quarter of the MDT Project, twelve forums were held in the lounge of one of the girls' dormitories on the Tuskegee Institute campus. The trainee population was divided into two groups. One half of the trainees met on Tuesdays, and one half met on Thursdays at four o'clock in the afternoon. Each group discussion was tape recorded. While one group attended the forum, the other was guided in the cultural offerings at Tuskegee Institute. They were shown through George Washington Carver Museum, Booker T. Washington's Home (The Oaks), Hollis Burke Frissell Library, the research center at Moton Field and other places of interest. Films and recordings of a current and relevant nature were shown, interchangeably, during the first quarter of the project.

After the first twelve sessions, time was allotted for evaluations of the activities that had been executed. Trainees made evaluations and discussed within the group points they considered to be more meaningful to them in reference to their recognized informational needs.

Beginning September 8, 1966, a new time and place were chosen for the forum, for convenience and permanence in location. The change also allowed trainees to meet in one body once per week instead of twice per week. Secondly, it necessitated asking the speaker to attend only one group session per week instead of two discussions per week.

Many of the consultants were asked to make return appearances. (See appendix for list of speakers and their topics.) The information provided by all of the consultants provoked the interest of the trainees to the extent that they would suggest the types of information they, themselves, wanted.

To determine the specific information trainees wanted to have, inquiries were made of them and they were invited to ask questions on forms provided. Self-identification by questioners was optional in all cases. It was found that there was much greater interest in the forum discussions when the forum speakers addressed themselves to questions the trainees had asked them to talk about. Following are examples of the trainees' questions:

Birth Control

1. What can a man do, medically, to himself to prevent his wife from becoming pregnant?
2. If a woman takes birth control pills and they give out, what chances does she have of getting pregnant?
3. Why is it so necessary to use birth control?
4. What is the most effective and least dangerous birth control a woman can use?
5. Can one wait until after a baby is born to get the tubes tied or must it be done when the baby is born?
6. Do birth control pills cause one to gain weight?
7. Is birth control performed by a doctor or is it done by medicine?
8. Is birth control good for a woman's health?
9. Will one have to continue to take the pills?
10. What good is birth control?

Sex Relationship

1. Why can't a lady conceive after she has taken the treatment to do so?
2. Will sex relations between young men and older women affect a man?

3. Is too much sex relationship good for a woman or man?

4. How important is sex relationship to a person?

5. Can an old woman hold up long, sexually, with a young man?

6. How often should a man participate in sex with his wife or a woman?

7. Is a woman thirty six (36) years old too old to have a baby?

Children's Ailments

1. What are some of the reasons that children "black out"?

2. How often should a child see a doctor?

3. How many times can a child have pneumonia?

4. What can be done to build up a child's resistance?

5. How will a child live with four kidneys? What is the reason for this abnormality?

6. Why are some children born abnormal?

7. What is a mongoloid? How are they different from other children?

Reproduction

1. Are there signs on women by which one can tell how many children she can have?

2. How old should a person be before getting married?

3. Young mothers, once, had to stay in the house 30 days before doing any housework. Now 36 hours after a birth, they are washing, cooking, etc. Will this hurt them in later years?

4. Describe the bone structure during gestation. Does the male parent have any effect on its size?

Venereal Disease

1. Is syphilis a deadly disease as far as birth is concerned?

2. What is the cure for gonorrhea?

Periodic Cycle

1. What makes a woman cramp during the monthly period?

General Health

1. Does anyone know the exact amount of blood there is in the body?
2. When a man gets eight hours of sleep nightly, why is he sleepy during the day?
3. Do bad teeth endanger a person's health?
4. What foods are good sources of iron?
5. How important is exercise to a person?
6. What causes a person to lack energy? Can't get enough rest, feels restless and sleeps a lot.
7. How do gall stones get started?

Cancer

1. What is the cause of leukemia and high blood?
2. Give some of the reasons for cancer. Do you think cancer is caused by smoking?

Voting Rights of Individuals (and general)

1. What are some of the basic rights of all citizens?
2. What are the reasons some people sell their rights to vote?
3. Could this (#2) be the reason the white man "looks down" on the Negro?
4. Why are we asked to re-identify at the Board of Registrars before another election, and when one goes, they seem not to know anything about it?
5. Why is it so important for Negroes to vote?
6. What counties are listed in this re-registration activity before voting time again?

Law Officers

1. Can a man be a policeman without any training for the job?
2. How should the law be run in Alabama? What should or should not be done?
3. Can a state trooper search your house with a county sheriff?
4. Is it true that our county sheriff does not receive any salary from county funds? Only from the ones that he apprehends?
5. How is the sheriff's staff paid? Is the salary standard for his staff?
6. What are the duties of a justice of the peace? How do they get into office, length of term?
7. Is the constable a legal law enforcement officer? Can he be voted out if the people see fit to do so?
8. What is the state trooper's function?
9. Can a sheriff be removed from office before his term is up?

Traffic and Related

1. How long can a car stay on a highway before it is towed away by officials?
2. Is there a basic attorney fee in case one is retained if the alleged violator knows he is innocent and wants to "push" his case, rather than plead guilty just to end the case?
3. Can you be sued for something that you don't have?
4. What can a person do when falsely arrested?
5. What are the rights of a person when he is arrested?
6. What is the individual's rights in case of brutality by law enforcement officers?
7. Is there a law regarding carrying a gun?
8. Please explain a fine and how are they charged?
9. Why can't a person with a clean record receive a license in his home town and can in another town if his record is clean?

10. What can you do if you are supposed to meet court and it (court) is not held, you are not told when court will be; then you're notified that you didn't meet - when you go to get clear understanding, you're locked up and given three months?

11. Can a man be jailed for his debts if he is not able to pay when they are due?

12. How can a man be forced to pay an honest debt?

13. Can a person be summoned to court to pay a bill if the debtor knows he does not have it?

14. Can a person be "handled" if he puts out the wrong report on you?

15. If you're paying on a car and don't have all of the payment can the car be taken?

16. What can one do about a lawyer who accepts a case, and when its time to appear in court, he fails to show?

17. Explain bond of appearance.

18. Explain car installment. When can a car be reclaimed after installments have not been met?

19. Can a person be forced to pay in 1967 (now working) a debt that was incurred in 1963 (after being sued)? Can this suit be reopened?

20. What happens if a person writes a check on a bank and has no money in it?

21. What is fraud?

22. What are constitutional rights?

23. What are results of some of the more serious traffic laws violated such as driving on wrong side of road, running stop signs, etc.?

24. How are fines usually paid?

25. How are bonds set, and paid?

26. What is the best type of insurance to put on a car?

Property, Contracts, Wills, and Mortgages

1. Can a will be broken?
2. Do all wills have to be written?
3. Do you have to have a will for your family to get what you have?
4. If I owned a home that cost $20,000 and the state highway wanted to come through, could they make me sell it for $18,000?
5. What are the advantages of F.H.A.?
6. Explain how a land contract can be changed.
7. What legal steps should be taken if one fences in his land?
8. How does one go about getting a deed for his land?
9. Can anyone in the family sell heir property? Do all involved have to consent?
10. What can be done when some parties in heir property mortgage it for cash unknown to the others? What should be first and second steps?

Divorce and Related

1. Is it difficult to divorce your wife if children are involved?
2. Does a lady have the right to have a friend (man) in her house if she has been separated 6 months and he does not live there?
3. Can a man be forced to pay child support (alimony) to a girl who has five or six children and all have a different father? She is not married but the man is.
4. What are penalties for non-support?
5. Can a man divorce his wife without her consent?
6. After ten years of separation (both parties live in different states) and one marries again without obtaining a divorce, would the marriage be legal?
7. Is it true that if a woman's husband goes to prison, they become divorced?
8. Is there any way to get a husband to support his family if he leaves town, after the divorce is granted?

9. What are the main causes for divorces and separations?

10. If you are not married to a man and have children for him, if he dies, could the children get his property?

11. If a wife should leave her husband and children, can the law punish her?

12. Can a wife sue her husband if they are separated and he has done nothing to her, can she take the children?

13. How can one get a divorce quickly in Alabama?

14. What is a husband's rights in his home, if his wife is courting another man in his home and the husband kills him, what would happen?

15. In the case of divorce, is the wife entitled to the home and money that the husband has saved in the bank?

16. How would you go about getting a divorce in case the second party does not want one?

17. When a married couple separates, why is the woman entitled to everything?

18. How long is a divorce pending before it becomes legal?

19. Can a lady sue her husband without any true witness against his case?

Miscellaneous

1. What is the law covering bigamy?

2. How much alcohol (whiskey and beer) is allowed in a person's home in a dry county?

3. If you are coming out of a wet county into a dry county carrying unopened state beer or whiskey and you are stopped by the highway patrol, can you be arrested and fined?

4. Explain the 25th Amendment.

5. What is legally considered to be a small business?

6. How would a person go about starting a business of his own?

7. How can we, as a race, become more respectful to our white friends?

8. How can we, the Negroes, become better in our family life?

9. What is the law supposed to do about people of the U.S. who are fined for crimes they did not commit and some don't get fined for breaking laws or committing crimes? How can this be?

10. Why are laws so "flexible" in this country? Is the law made up of laws or conveniences?

11. Why do most people seek the worldly things and leave Christ out of their lives?

12. What is considered "petty thievery"?

13. What is your opinion of Adam Clayton Powell's position?

Personal

1. How long have you practiced law?

2. Does a man have to go to the army if he doesn't want to?

3. Do you think President Kennedy's assassination was a plot?

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1. What are the duties of a mayor?

2. Do you feel that sometimes in the future the white man won't have any more voice over us than we will have with him?

3. Why are streets usually always paved in the white sections and not in the colored section?

4. Could there be improvement in housing?

5. Why in some towns the mayor's duties are to see that the community is kept clean -- they keep check on the white section, but never the colored; if the colored call in they never get any response?

6. Do you believe in equal rights?

7. If, for any reason, the mayor cannot perform his duties or dies, who takes the place of the mayor?

8. How does it feel to be a mayor?

9. Do you attend church often?

10. Do you share any of your time with the little man? Do you give him advice?

11. Would you help me if I would come to you or would you turn me away?

12. As mayor, do you have the power to hire or fire city employees?

13. Why were the city limits extended?

14. Does the citizen (or citizens) have more voice when the city or town is run by a mayor or commission?

15. Do you completely control the police force?

16. How should one go about getting a sewer line in his community?

17. Why is it that a deputy only arrests certain persons?

18. Why are lights in only a certain section of the city and not in other sections?

19. How do you buy land and get a good deed?

20. What powers does a mayor have?

21. How does a mayor fit in with the new law?

22. How do you get paid, by the month or by the year? Do people of the city pay you or does the State pay you and how much do you get?

23. What is the difference between a commissioner and a mayor? Do some cities have both, if so, how do they operate?

24. Who does the hiring of men on the police force?

25. Under what conditions can a law officer be fired?

26. How can a citizen file a complaint against a law officer, and what can be expected from the complaint?

27. Do you have to be a number one citizen to be a mayor?

28. Why doesn't the sheriff get a steady salary considering his job is very important?

29. How long does a person have to live in a city before he is considered a citizen?

30. How old must a man be to become a mayor?

31. How is city tax money spent?

32. Who pays city workers?

33. Is the mayor supposed to be a judge if the city does not have one?

34. Where do the mayor's duties begin and end toward his people?

35. Why do we have to pay to install sanitary lines within the city limits?

36. Who takes over when the mayor is on vacation?

37. What is the mayor's role when police accept "pay ola" and upon a county official operating in a city limit?

38. What are the qualifications of a city police?

39. Do policemen run the town or do you?

40. Do you feel all people are created equally?

41. Is the paving of streets in a city the mayor's problem?

42. Who runs the city, on the whole?

43. Who adds cost to water and gas in the city?

44. What would be the first steps a city or town will take in case the mayor's life expires?

45. How do you think the present sheriff is doing? Do you think he's doing a good job?

46. Why do some cities have a garbage fee and parking meters while others don't?

47. How long is a mayor's term?

48. Why won't a mayor talk with Negro people in town about their rights?

49. Why don't Negroes have sidewalks in front of their houses?

50. What procedures should one follow to get a street paved?

51. Why can't Negroes have equal rights?

Some of the staff who were perturbed by these questions were reassured that these were the questions the trainees were asking that deserved answering.

B. The Film Series*

Before each film, in order to stimulate group thinking, as well as for purposes of clarification and comprehension, a brief preview of the film topic was presented by a counselor. After the showing, general discussion took place among the group with a counselor as leader. Some were in agreement with the film situation and others in complete disagreement. Usually the same individuals responded to the various films shown. Occasionally, the poorly motivated trainees were sufficiently stimulated to the point of reacting to a specific film situation. The films that were apparently more meaningful and provocative were those that focused on the job or on the family. It was observed that the trainees were able to more readily relate these to their own situations or experiences.

C. Procedures

Group counseling may have two major purposes: (1) the dispensation of information and (2) the exchange of ideas through discussion of problems. From these discussion sessions, individuals may have found identification with specific concerns and obtained the full realization that theirs was a mutual problem and not a unique one. To hear discussions by their peers had great impact upon them, for they realized that they were not as different from others as they had thought.

In many instances, unless dispensing information, the counselor assumed a minor role. Occasionally, it was necessary to clarify misconceptions or to assist various group members to become aware of the priority of concern so that they could return to the topic. At the close of the discussion sessions, the counselor summarized all that transpired.

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*See Appendix for list of film.

The counselor must be cautious never to place reticient individuals in the spotlight. Instead, he must attempt to create an atmosphere of warmth, friendliness, and acceptance so that all trainees will feel free to verbalize their feelings. Eventually, many of the earlier reluctant persons will develop sufficient confidence to actively participate, although on a lesser scale than their more aggressive peers. The more verbal trainees talked freely, exchanging ideas, recalling experiences. The less aggressive but responsive persons usually nodded their heads in consent or agreement as they displayed a supportive role.

On occasions, some sessions were deliberately left unstructured for the encouragement of free expression of concerns. Discussions might range from dissatisfaction with specific program policies to varied classroom displeasures. These discussions provided an excellent opportunity to release pent-up hostilities. During the sessions, the counselor assisted in clarifying misunderstanding or misinterpretations. At other periods, various members of the group helped in clarifying situations, offering their points of view. Those trainees possessing more positive and mature attitudes contributed greatly during these sessions. Negative attitudes were frequently rejected by the group. This was observed more near the close of the program than in the beginning sessions.

Group Presentation by the Counselor

In order to stimulate group participation among the trainees, the counselor would assume the role of group leader. When this method was used, provocative topics that the trainees could identify with from past experiences were selected. For example, a discussion on good work habits and attitudes was followed by the counselor directing questions to the group, such as "What do you think about an individual reporting late for work frequently? or calling in every Monday morning saying that he is sick? How would you react to an employee such as this, if you were the employer?"

Trainees as Group Leaders

Frequently, trainees acted as discussion leaders. When this procedure was followed, they were given prepared material prior to the group meeting to read. Most of the trainees accepted the responsibility and executed it effectively. Assignments were given to four trainees in each group; they would lead the discussions and later invite the other members of the group to participate in the discussion.

Free Discussion

Free discussion periods were held when the trainees appeared distracted or not much interested in the pre-planned discussions. Although the trainees would usually cooperate and mildly respond to most topics under discussion, one would soon be made aware that the cooperation given was out of respect for the counselor rather than genuine interest. When this attitude was present, the planned discussion was terminated and the trainees were allowed to select their own topics for discussion. Valuable time can be wasted if the counselor is not sensitive to the desires of the group.

Role Playing

Role playing was used successfully in many instances where group or individual discussions failed to reach the trainees. They participated willingly in this experience. Some of the trainees who did not feel secure expressing themselves orally in group discussions learned to communicate with the group through role playing. They appeared to be free from their self-consciousness when assuming these roles. Their dialogues usually reflected experience, awareness, bitterness and sometimes compassion. The entire group entered into the experience either as active participants or as interested observers. Most of the role playing was semi-structured around life experiences that the trainees could relate to in a meaningful manner.

V. INDIVIDUAL COUNSELING

PRINCIPLES AND CONCLUSIONS

1. At first, contact between the counselor and counselee should be upon the initiative of the counselee.
2. Individual counseling may be expected to be an aftermath of group counseling when the counselee seeks particulars not covered in group counseling sessions.
3. The counselor should have a formal schedule and a specified place to make himself or herself available to counselees but should not be disappointed at the lack of visits under these conditions.
4. The counselors should be sensitive and attuned to casual approaches by trainees anywhere and at any time.
5. The counselor must give careful attention to third person questions as being a question acutely important to the poser of a question. Whenever a counselee poses a question "I got a friend who-," treat the question as if it applies to the questioner - which it well may.
6. Try hard to understand and use the counselee's language.
7. Consider all assessments of counselees, those coming from instructors, staff, and fellow counselees. Use them judiciously.
8. Expect apparent changes in personality and respond to them pleasantly. Never ask "Why?" You are not a research person; you are a counselor.

THE TUSKEGEE INSTITUTE EXPERIENCE

A. Securing Confidence and Establishing Rapport

Individual counseling stemmed from group counseling with the adult trainees in the project. Each trainee who sought assistance wanted it then, not later. Trainees did not demand formalized settings for individual counseling. They were not particularly acclimated to formal office settings; therefore, a place that was private and convenient served as a conference area. Sometimes an out-of-doors setting, a classroom, and even the counselor's car might serve for a conference. Privacy and the time the trainee needed a counseling session were the elements of primary importance which induced trainees to share confidences and seek assistance in the solution of problems.

Trainees sought social, occupational, and educational information. The more personal concerns were physical ailments, marital difficulties, parent-child relationships, and financial complexities.

Those who sought the counselor's assistance voluntarily were expressive and concerned about their adjustment and the effect their adjustment had upon their work in school. Monumental problems dwindled when the trainee discovered someone with a listening ear who would guide his thinking out the solution of problems.

Establishing a one-to-one relationship with the adult trainee is not a spontaneous reaction. A meaningful counselor-trainee relationship usually develops slowly. In some cases, the relationship may require several weeks to develop and in other cases several months.

The adult trainee frequently appears to have an innate suspicion of the counselor or what the counselor represents. This attitude may serve as a temporary deterrent to establishing a relationship based on mutual trust and respect. Therefore, the relationship should not be coerced by the counselor because the trainee may interpret the interest shown as too patronizing or condescending.

The initial contact with the trainee is often the most important one because it helps set the tone for the type of relationship to exist between counselor and trainee. For this initial contact, the counselor must be adept in expressing a simple, clear, easily understood meaning to the trainee and yet he must be careful not to create a paternalistic relationship which may be resented by the adult trainee.

Four methods or techniques used in counseling with the trainees appeared to help establish rapport: (1) allowing the relationship to develop naturally, (2) acceptance, (3) using the group approach to identify individual problems and (4) flexibility in the counseling service.

Each trainee was required to have two individual conferences with his counselor. The first conference was held at the beginning of training and the second conference near the end of the program.

Following is an example of the initial interview with a trainee at the beginning of the program:

Trainee #82, July 18, 1966

C - Hello Mr. __________. Please sit down. I asked you to come in to see me today so that we could get to know each other better and also to see how things are going for you.

T - Thank you. Everything is just fine. But, I sure do miss being away from my family.

C - Tell me about your family. Do you come from a large family?

T - I am from a family of six. My mother, my father, and one sister, myself, and two brothers.

C - Are all of your brothers and sisters still living at home with your parents?

T - My mother is dead. Actually my grandmother raised me from a small child. My mother passed away about ten years ago.

C - Oh, I see. Is your father still living?

T - He passed too.

C - How old are you Mr.____________?

T - Twenty-six.

C - So your grandmother brought you up.

T - We grew up on a farm which was very poor.

C - Did your parents live on the farm with your grandmother before they died?

T - No, they separated just after I was born. My mother left and went up north. She remarried again and afterwards continued to stay up there so I went to my grandmother's when my mother left.

C - Oh, I see. Is your grandmother still living?

T - Yes.

C - How old is she?

T - She is about seventy.

C - Seventy.

T - I would say about sixty-five. She is 64, she will be 65 this coming February.

C - Which child were you in the family?

T - The oldest.

C - You are the oldest. What was it like to be the oldest child in the family?

T - Oh I think it was fine because I never did have to do too much work until I got some size.

C - Who did the work?

T - Well see what happened, my grandfather was living and he did most of the work. He would hire people to help him work on the farm. But after he passed then I had to work. When he died I was about ten years old and I had to plow like this and so forth.

C - By being the oldest child you did have some responsibilities.

T - After my father passed.

C - After your father passed.

T - That was my grandfather.

C - Your grandfather, I see.

T - Because I consider as not knowing my father. You know as far as help is concerned.

C - I see.

C - How did you get along with your grandparents?

T - We always agreed.

C - On everything?

T - Almost everything. A lot of times, there was times I wanted to go out and she would say no you can't go nowhere, I felt like this, I say well my mother, I never felt that she would tell me nothing wrong, I still don't believe she will and I have always been the one whenever she said no I didn't and my grandfather he never had to whip me, all he did was hollow at me. Whatever he told me to do that's what I was doing.

C - What about your brothers and sister, how did you get along with them?

T - Most of them I would say, well my sister is real nice. After my baby brother got up some size he was a, I would say a little off from us, well he didn't like to mind too well.

C - Well how did he get along with you?

T - Oh, just fine.

C - You never had any disagreements?

T - I remember I had to whip him once or twice, but that was for little things, like slipping off from home and not telling Mama where he was going.

C - Was he a lot younger than you?

T - He is much younger.

C - How much younger?

T - Oh, about six or seven or eight years.

C - After your grandfather died you had to help your grandmother discipline the younger children. How did they feel about this?

T - They didn't show it until after, see I don't, they didn't have any reason they never did come out and say anything about it.

C - Your mother was away at this time.

T - Yes, ma'am, she was living in the north then.

C - You said all four children were at your grandmother's.

T - That's right.

C - Did your mother come to see you?

T - She came every now and then.

C - As a youngster, did you feel closer to your mother or to your grandmother?

T - To my grandmother.

C - What did you call your mother?

T - I called her "Mother Dear".

C - And what did you call your grandmother?

T - "Mama".

C - And your grandfather was like your father.

T - He sure was, he was the only father that we knew.

C - Mr._________ what did you like to do as a youngster to have fun?

T - I can remember as far as school.

C - No, I mean for fun and relaxation when you were not in school.

T - Well I say my family as a whole, my brothers and sister, we used to play ball.

C - What kind of ball?

T - Baseball, basketball.

C - Did you ever have picnics or parties?

T - Not until we started school. We were on up in school when we started. I was about in the ninth grade before I started going any place.

C - Is that right. How about church? Was religion very important to your family?

T - It was. We always went to church. We belonged to the Baptist Church - First Baptist Church in Jefferson.

C - I see. Did you attend every Sunday or did you have special meeting days?

T - Every first and third. We always went to Sunday School and Church.

C - So religion was pretty important to your family.

T - Yes.

C - How about education? How did your grandparents feel about school?

T - Well, they wanted us to go but see we were living on somebody's place at that time well we had to plant cotton, you plant cotton along about March, and we would miss March, April, and we would start back again along in May, and for the next term in September we didn't go until about the last of November.

C - You had to stay out and help pick cotton until November?

T - But they, my brothers were real smart, they had chance to go. But I didn't up until, I would say after we got a little better off and the man stopped farming. Then we didn't have to farm.

C - Well how did you feel about working for the man?

T - Do you mean me or my brothers?

C - All of you, I mean your family?

T - My grandmother she always was a person, well she hardly alone. She said we were working because we were on his place and you know. We had to work on his place to have a place to stay. And the time was, grandfather didn't feel like this. He wanted to always have something of his own. Say he was going to have it but it didn't work out.

C - He always wanted to have what?

T - A place of his own.

C - Oh, I see.

T - To live on, and it was just about finished with but he passed and next the man said he didn't have no insurance on him and so the place went back to him.

C - To the man he bought it from. Does your grandmother still live on this place?

T - At the same place we used to stay on.

C - So you have always lived at the same place. Does your grandmother still farm?

T - Share cropped then.

C - Do you have to pay very much rent?

T - We don't farm at all now.

C - You just rent the place. How much rent do you have to pay?

T - We don't have to. I mean, all we do is probably fix the pasture fence or something like that.

C - Are either of your brothers still at home?

T - Well, see, one is still there.

C - How about your sister, is she still there?

T - Well she is in California. She is married. She have two kids.

C - Oh, I see. You aren't married are you? I thought I remembered that you said that you were a bachelor.

T - No, I am still not married.

C - Tell me some more about your school.

T - I completed high school. But I wouldn't call it a full complete because if you miss I would say half of a nine months out of school, you don't put in the whole complete nine months.

C - Did you graduate?

T - Yes ma'am.

C - Now what school did you graduate from?

T - John Anderson High School.

C - That's in -

T - Demopolis. It's below Demopolis, but they call it Demopolis because it's on the route.

C - I see. What year did you graduate?

T - '59.

C - Why do you feel like you didn't complete school? You got a diploma didn't you?

T - Well I mean, the reason I said I would have left after I got my tenth grade if my grandfather had been still living and went to school where I could go and take up something like science, something where you can work with test tubes and something like that, see we didn't have any laboratory in the school.

C - You wanted to be a medical technologist or something like that?

T - We didn't have nothing like that at our school, we just had a band, and that was an activity, it wasn't nothing to study.

C - You wanted to go and get some special training after you finished high school. Is that what you mean?

T - Yes, that's right.

C - When you say you didn't complete school, what do you mean?

T - I wanted to if it had been at school see, I wanted to study about different kinds of medicine and how to make things, I would say. Some schools have, the school called John's High it have a lab where they go and work but we didn't have one.

C - Well this is something you wanted to do but you weren't able to. What subjects did you like best when you were in school?

T - Well I always liked English and I would say math but when we got on up in math I didn't like it so well, but I would say English, math, and well science. I really liked science. I liked it better than I did math but both of them are nice.

C - Are you still interested in science?

T - I am.

C - Well what kind of grades did you make when you were in school?

T - Oh, I made real good grades.

C - Like what?

T - I say at least I was a "B" average.

C - "B's". Did you make any "C's"?

T - A few, but that was when I was in elementary school in writing. I never could write.

C - What did you do after you finished high school?

T - Oh, I began to work.

C - Tell me about the work you have done.

T - I have had several jobs but they wasn't paying too much. I started to work at hospital work, but that wasn't the first work. The first work I think was scraping hay fields.

C - Working in the hay field. Farm work?

T - Right.

C - How much money did you get paid for that?

T - Three dollars a day.

C - Three dollars a day. How about when you went to the hospital? Now where was the hospital?

T - The hospital was in Demopolis, Bryan Whitfield Memorial Hospital, and they was paying us, they first started off with a basis of $25 per week. That is if you have two days off one week, and the next week you might not have but one, and the next week you probably have two or three and so after working for about two years, they raised it up to about $30, unless you were doing special duty. If you were on special duty, you made about $1.00 per hour, and that was for a special case.

C - Have you had any other jobs other than at the hospital?

T - Yes.

C - What kind of work did you do?

T - I used to work part time at a bakery.

C - What did you do there?

T - I would take the bread out of the oven. Put bread in the oven.

C - Did you learn how to make bread?

T - No, but I learned how to fix it up to make biscuits. In other words rolls.

C - You learned to make bread?

T - Well in other words, we just pour it in the mixer and the mixer mixed them.

C - Those are your only jobs you have had. But you are not but what - 26? So you couldn't of had so many. Is this about everything you have done so far as your work is concerned?

T - As far as I can think of right now.

C - Other than odd jobs you have probably had.

T - Yes.

C - Now tell me if any of these jobs you have had as far as the goals you have set in life for yourself, have any of them more or less satisfied you.

T - Yes.

C - Which job?

T - I would say the hospital.

C - The hospital.

T - It really was nice. It's two basic reasons I like it, I have always liked helping other people as well as myself.

C - Well tell me, how did you happen to get into meat processing?

T - Well, I came into meat processing and the training was, I think it was Carpentry, Brickmasonry, and Nurse Aide wasn't on there was it?

C - Yes I believe it was. And you applied for nurse aide first? Was that your first choice?

T - When I talked to the lady and she told me that I think that she told me that it was just only, I was telling you, you know. If I am not mistaken I believe she said it was just for the ladies.

C - That's correct. It was just for the ladies. So anyway you had made a selection of nurse's aide.

T - That's what I had like to do in mine but after then

C - But it never got on your application.

T - No.

C - Well what did you put on your application?

T - I put meat processing.

C - What was your second choice?

T - Nurse Aide.

C - What was your third choice?

T - Brickmasonry.

C - Have you ever been interested in any of the building trades?

T - Building trades?

C - Like carpentry, brickmasonry.

T - No. What I would like is engineering if they had it. I would like that.

C - But you think as far as ever receiving job satisfaction you did receive it when you were working at the hospital as an orderly. Is that right?

T - Well as far as being treated, yes, but not for finance.

C - They didn't pay too well. Well have you ever had any job that you liked? One that you would like to go back to?

T - That I wouldn't mind going back to, but I wouldn't for the finance if I could get around it.

C - Were you working on this job just before you came to the program or what?

T - No. I wasn't working then.

C - You weren't working. What were you more or less just helping around home or what?

T - Yes. My grandmother has a garden, you know what she calls a truck patch, and I always help her in it.

C - At home?

T - Yes.

C - Were you the only one at home with your grandmother?

T - No, I have a cousin and my grandmother and my youngest brother and my brother next to me, but he's in the marine now.

C - So you were just more or less ... Where did you get your spending money? Who helped you out?

T - Oh, well doing a little pittling work and I could make some money.

C - So, what do you plan to do when you come out of the training after finishing twelve months in meat processing? What do you plan to do then?

T - I would like to get a job when I get out.

C - In meat processing?

T - Yes.

C - What area are you interested in, do you think you would be interested in cutting, warehouse work or slaughtering?

T - I believe I would like cutting.

C - You are going to be a meat cutter.

T - Yes.

C - Are you enjoying your academic work here, English and math? How do you feel about it?

T - Well it's real nice. I did have a little, well math, it's fine but it's just some things that like I fore told you just like the years, and days, and months you missed out of school say all that comes back to you and probably when you was catching on to adding and when you came back they was doing fractions or something like that and you miss that.

C - Are you finding that the review you are having is helping you to remember some of the things that you already know?

T - Yes, it's real nice.

C - Do you have home work in math?

T - Yes we do. It's real nice.

C - How about English?

T - Yes. It's fine.

C - You said you liked English.

T - Yes.

C - What do you think of counseling?

T - Oh, yes. I think that's real nice, because it teaches you a better way, say after you finish the course and I would say even now to better our condition in living.

C - Which day do you have group counseling? Which afternoon?

T - I think it's Thursday.

C - You think it's Thursday. Maybe we should look at the schedule to be sure. Have you missed any of the meetings?

T - No, I have been attending.

C - Very good. What do you think of the speakers?

T - They are real nice.

C - I haven't heard you ask questions during the question and answer period.

T - Oh, well I mean, we just can't all ask at the same time, you just have to ...

C - Maybe later you will want to ask a question. This is the way one learns you know. Which speaker have you enjoyed the most?

T - I say the one that was over and made the remark about Black Power?

C - Mr. Toland, or was it Mr. Mitchell?

T - No it wasn't Mr. Toland, it was another.

C - Was it Mr. Mitchell?

T - Yes, I believe that was the one.

C - What interested you about his talk?

T - He talked about elections and voter registration and he said that he didn't think that no one race should be in all the offices.

C - Oh yes.

T - Yes, be divided. I thought that was right.

C - You thought that was right. You live on campus, is that right?

T - Yes.

C - How are you enjoying campus life?

T - Just fine. I think it's real nice.

C - Do you have a room mate?

T - Yes.

C - Is he one of the trainees?

T - No. This is his last year and he is taking up, I think its ... he's going to be what we call a cow practer doctor.

C - A cow practer?

T - What we call a cow practicer doctor. That's not the right name for it. What do you call it?

C - Veterinary Medicine.

T - Yes.

C - Oh, he is in veterinary medicine. Your room mate. How are you and he getting along?

T - Just fine.

C - Good. Well tell me a little about goals you set for yourself in life? Have you ever set any goals?

T - Oh yes. Actually before I came over here to trade school I was talking with a man by the name of Mr. Foreman, he is the agent over in Marengo County and I was asking him if he knew what I could do to better my condition to have a better job so that some day I might want to marry and settle down, and he told me concerning the school over here and how I could do to get in and so I taken some advice from him. I came over so I believe that after I get out and finish and get a good job, I would like to have a fine home and after then settle down also.

C - I see. Did you have any desire to go back to school before you talked to him?

T - Yes, one - that is if, I can take up nursing.

C - Did you apply for nurse aid training?

T - Yes, I did and I don't know who it was. I don't want to tell no story, one lady told me, let me see, she said it was just ladies nurse, something like that and that cut my spirit off for them but I didn't ask the other lady, the one that's the head nurse. But I sure would like to change though.

C - Do you think you would like that better than meat processing?

T - Well, I just like nursing.

C - Have you ever had any experience like that?

T - Yes, when I worked in a hospital. I did it for three years.

C - What do you like to do now for recreation? What are the kinds of things you like to do?

T - I like to dance, play ball, and sing. I can sing.

C - Good. Some of the men were talking about forming a singing group. Have you ever thought about forming a group here or do you already belong to one?

T - I belong to one. It's in our dorm. Some of the boys said they were going to get together soon and practice.

C - When you lived at home did you take an active part in what was was going on in the community?

T - We have what's called a savings club. It's called the Jolly Savings Club, and we give parties and things like that, and we help the poor like on Thanksgiving and Christmas and during Easter time we fix a basket and the person that looks like to us, we choose the most needy in the community and take it and give it to them.

C - Yes. Do you save money in this club too? Is it something with your church?

T - It's just a club that we have.

C - Is this for both ladies and men in the community?

T - Both male and female.

C - Have you had this club for a good while?

T - I would say for about three years.

C - I guess you miss that contact now since you have been here. How often did you meet?

T - We used to meet every Thursday night.

C - Do you miss not being there on Thursday?

T - Well I miss it but I understand that this going to school is something to help me now and afterwards too.

C - So you feel that this is more important than being home for the present.

T - Yes. Well I mean I wouldn't say that either, but because helping the poor means quite a bit. I mean helping those less fortunate than we are. But this will able me to help them more I would say, than what I have been.

C - What about civic activities? Do you participate in any civic activities in your community?

T - Well we have a meeting in our church which is based on well I go to meetings and well when it comes time I would say to register we go out and help.

C - Register for what?

T - To vote, and we get people and those who don't have convenience well I get them and take them to the poll so they can register to vote.

C - So you are a registered voter yourself.

T - Yes, I am.

C - How about the other people in your family, are they registered voters?

T - Yes.

C - Your grandmother too?

T - Yes.

C - How does your family, your grandmother and all, feel about your being up here?

T - Well she didn't want me to come and she wanted me to come too but after I explained everything to her to the best of my knowledge, you know that it would be a great help to us now as well as it will be in the future so she said go on. She said one day you will be out on your own anyway and I would rather you be out in something that will help you.

C - Have you ever lived away from your grandmother or have you always lived with her.

T - I have always lived with her.

C - Why is it that you have stayed right with her?

T - Well I was born there and after, I told you before, my mother went away and left us in her care.

C - But your sister is in California and your brother is in ... where are all your brothers?

T - One of my brothers, he is suppose to be over at Alabama pretty soon.

C - Over where?

T - He's going to college over at Alabama State.

C - Oh, Alabama State. You said you had, what did you have, two brothers?

T - Two brothers.

C - Well where is your other brother?

T - He is home.

C - And the two of you stay with your grandmother is that right?

T - Yes.

C - Does he work or is he still in school?

T - He is in the twelfth grade.

C - Well how do you feel about as your grandmother says "one of these days you will be out on your own", how do you feel about being on your own?

T - Well it's real nice, but it's just a little from being home but these things have to come.

C - No, but I mean being out on your own when you leave this training, going out in the world and getting a job. How do you feel about leaving home in a case like that?

T - Well I think it's common because everyone has to leave some times, you know, and with the training I think it will be much better because you will have something to depend upon.

C - Well has it been your wish to remain right with your grandmother or has it been your grandmother's wish?

T - Well I would say both of us.

C - You just have enjoyed being with each other.

T - Yes.

C - Do you think this has made you dependent on her?

T - Well, I would say no. I believe that I will be able to leave home after I finish this training.

C - So you feel that after you finish your training you will be ready to go out on your own.

T - Yes.

C - You weren't in the service. You haven't been in the service?

T - No. I had to look after my grandmother.

C - Do you have a class at 2:30?

T - I don't remember the exact time because we were having a movie when I left and I don't know how long it was suppose to last.

C - Oh, I see. What was being shown today?

T - It was suppose to tell us how to define a word. In other words look up a word and its meaning.

C - Oh, for English. Were you in an English class?

T - Yes.

C - Well maybe you won't miss all of it if we end our interview now. But I certainly want to thank you for coming in and it's very nice getting to know you a little better, and I am looking forward to working with you this year.

T - Yes ma'am.

C - I will look forward to seeing you on Thursday. Thank you so much for coming in.

T - Yes, you are welcome.

C - Good bye.

T - Good bye.

During the period between the two required conferences, the trainees were encouraged to take advantage of the individual counseling services. However, it became apparent that some of the trainees had more need for these services than others. Many of the trainees were able to adjust successfully to the training and appeared to be capable of handling their individual problems satisfactorily. Consequently, the counseling staff was careful not to force this service on any trainee that had made an adequate adjustment to the program. Usually this particular group would refer themselves for counseling if there was a need. In other cases, it was necessary to request a conference with trainees when they needed special help in areas such as personal hygiene, attendance, attitude, and taking care of their financial obligations. It was the counselors' responsibility to be able to distinguish between the types of needs of the trainees, and to give priority to those who apparently had more serious needs than others.

Although office facilities were provided for the counseling staff, the trainees seemed to prefer to talk with the counselor away from the office environment. They did not like to go through the formalities of making an appointment. They were more inclined to seek help or ask for information on the spot during an informal conversation. In some cases where records were needed to counsel a trainee, this arrangement was not effective; however, in other cases the informal conversational counseling proved to be as effective as the pre-scheduled appointment. Generally, individual counseling was conducted informally whenever the need was present and the trainee requested assistance.

As a result of these informal counselor-trainee contacts, the trainees began to relate to the counselor and also developed a better understanding of the counseling services.

Example of individual counseling session when trainee had come to feel that the counselor was someone to whom he could talk about his personal concerns:

Trainee #16, Interview November 1966

C - You have something you want to talk to me about Mr.__________?
I'll be a good listener if I shan't have any helpful answers.

T - I have had quite a few things that I wanted to do. Never got around to. One of the main things I haven't been able that I wanted to do as far as financial matters, well just like now. The main thing I want to do now is get me a home.

C - Are you married Mr._______?

T - Yes.

C - How many children do you have?

T - Two.

C - How old are they?

T - Eight and six.

C - Girls or boys?

T - Boys.

C - Eight and six. How long have you been married?

T - Six years.

C - And you want to get a home. Do you want to build your home in Wetumpka? Do you plan to live there?

T - Wetumpka.

C - Do you know (another trainee)______?

T - Sure do. I live right around the corner from him.

C - Oh yes. Didn't he build a home since he has been out of training?

T - Since he has been out? Since he started working.

C - Is he still on the job?

T - Still holding it down. Actually with the first program at Tuskegee I started to come in and enroll for it. See, so many things were started and never got off the ground so I just said well, I'll wait for the next one. And after the guys came and did so good. At that particular time I mean, I had a pretty fair job, wasn't making what I should have been making, it was a little bit above what the average person was making still that wasn't enough. I don't ever make enough money and I don't know about nobody else.

C - That was during the past program, that was why you didn't apply then. You decided to come in later. Well who encouraged you to come in this time?

T - Well, I talked to Jim and also Taylor. We were always cut buddies, running buddies and he'd always be in there talking about this was after he had completed the program, about the job he had. I'd always be asking different questions about his job. He said meat processing is a wide open field, and I said well, maybe, the next time I will try to get in that wide open field maybe, since brick-masonry and carpentry is filling up especially in the south.

C - Well they are areas that sometimes more or less you have to travel to the job to work. Now let me say this, the thing is that regardless of what you are in, you just have to be trained.

T - Yes, that's right.

C - Aside from building a home, are there any other things that you want to do in the future?

T - Besides building a home and two children to give proper education that they need .... I think that after they get that education then I think I will be probably through with them, not through, what I mean is that they won't be a burden no more. They would be on their own.

C - You feel that they are a burden on you now.

T - No.

C - But you mean they will be able to do something and take care of themselves.

T - Right.

C - So you would like for them to stay in school. Is that what you mean?

T - What I mean like now, they are going to stay whether they learn anything or not.

C - Well how do you know they are going to stay?

T - Well at least they are going to leave home every day whether they go to school or not.

C - Well how about you? What happened to you? You had three people that were interested in you and you had eight weeks to complete high school - now how are you going to say that your boys are going to stay in school. What is your magic formula? What are you going to do?

T - I feel this way, if they stay in the house with me, long as I can take care of them - clothe them and feed them - he's not working and not putting forth no effort to do anything but stay with me, he goes to school, if he doesn't he can get out and get him a job and go to work.

C - Do you really feel that way?

T - That is just the way I feel, because I am going to send him to school.

C - Well tell me this, how would you deal with this problem? Would you talk with him or would you just tell him to go?

T - Oh, I would talk with him first, explain to him the need of education and everything and then if he just insist that he don't want it, well then he would have to find something else to do.

C - Mr.__________, didn't your parents or your grandmother, grandfather and mother, didn't they talk with you and try to reason with you the same way?

T - Well at the time that I left school, you see my grandmother and grandfather both passed and there was only my mother. By me being the second oldest boy I kind of had a little upper hand on the others. My oldest brother never was, he was always, he was at home but I mean when you needed him he wasn't around. Actually the main reason I went in service was to help my younger sisters and brothers get in school.

C - Oh, I see. You have ... You just ... You gave me the impression that you just got tired of school.

T - Oh, no it wasn't that. I left to help them. Now all of them have graduated. It feels kind of good.

C - I bet.

T - Oh, they came to see me last week. My baby brother and sister, my mother, all of them came to see me.

C - All of them living in New York. And you helped them get through high school.

T - In other words, well actually at that particular time only my brother, the one next to my sister, the one next to him, the baby at that time. At that time they were all small. They were in grammar school. Things were kind of rough for a while, after that I told my mother I don't know anything about work. I don't know anything but what I learned around here. I think I will go in the army. She didn't want me to go. I kept on telling her I say well somebody going to have to do something, my older brother, he was kind of a little on the wild side and he wasn't too much, he didn't try to help, so the responsibilities fell on me. So I wasn't going to quit school. Actually I didn't want to go but things didn't ever want to work right so I said 'well, I believe that if I go in service things will be better'. I went in service and my brother graduated while I was in service, had two sisters who graduated while I was in service. This year my baby brother graduated.

C - Where is your baby brother - New York?

T - New York.

C - I see.

T - That kind of lifts the burden off mother 'cause I sacrificed well a lot. The little money I was making wasn't much, she got seven percent of it.

C - Out of what you were making? Seven percent?

T - Seventy.

C - Do you have people that you talk over your confidential business with? How about your wife?

T - Well I only talk over the things with her, the things I feel like I should talk over with her. That's as far as it goes. Well because I feel like I would just kind of -- I wouldn't tell her everything. I would just give her a few hints on what's wrong. From my point of view, maybe I feel like I would try to explain it to her the best I can. See when I have a problem like that which I don't have many, which I have a lot of them but I don't discuss them with anybody I am not working with. I mostly keep them to myself. I feel like if it happens to me, it's not your business. That's why ... then I don't talk too much to nobody anyway.

C - Well just sitting down having a conversation with anyone you ...

T - Well sometimes I sit down, talk a few minutes. Other than that ...

C - Well does she talk to you a lot? The wife?

T - All the time.

C - What do you do, just listen?

T - Mostly.

C - You don't make any comment?

T - Well when she say somthing, a direct question to me, I will answer. As long as it's not direct, I don't have anything to say.

C - Why do you think you feel like this?

T - I have always been like that as long as I can remember.

C - You don't enjoy talking.

T - Well, that all depends.

C - Depends on what?

T - Mostly the subject.

C - Subject, I see. What types of subjects do you enjoy talking about?

T - Well that depends too, on the type of person that's talking.

C - I see.

T - If you have an interesting subject to talk about, I will talk with you a little. Not too much. If it's not worth anything, I don't want to hear it anyway. I have always been the fact that I don't want to hear what's happening to anyone else.

C - You say you never worry about what's happening to anyone else.

T - Right. What's happening to anyone else. You know a lot of people a lot of times pick in other peoples business, talk and carry on. Like gossip. I don't believe in that. That's a little too ... talking about someone else. All the spare time I have I use to try to keep myself straight.

C - Do you vote? Are you a registered voter? Have you ever worked in a voter registration? Assisting other people in voting, teaching them how to vote?

T - Well in the last election, I had to teach a few people some tips on how to operate the machine.

C - From time to time Mr.________, I am going to be asking you what you think about this, how you think it will help the class. We want to make this one hour a week interesting.

T - Well you say from time to time you will ask me, I, well here is the way I feel about that, see somebody has to say something. I am going to say what I think, see, so then again I don't like to hurt nobody's feelings.

C - Well we don't want to hurt anyone's feelings. It's more difficult working with a group of adults. When people have been out and they are grown they have ideas and attitudes you know and some of the attitudes are not the best ones as far as being successful on the job. But these are set attitudes and you know it's much more difficult to change a person's thinking after they are a certain age than it is with a youngster.

T - Well that all depends upon the person.

C - It does. I guess you are right.

T - I feel if someone does something to help me out I - whether I like it or not - I am going along with them if it helps me.

C - That's very good. So I hope it won't be a complete bore to you. The whole thing. I hope you will ... See a lot of times we have to put something into something to get something out. Have you ever heard that?

T - Well I think so.

C - This is what we expect in each person to put something into it and each person to get something out of it. OK?

The small group counseling sessions also provided another opportunity for establishing rapport with the trainees. The use of the group approach to identify individual problems appeared to motivate the trainees into a new awareness of themselves. They became more responsive and appeared to release some of their inhibitions concerning their relations with the counselor. Frequently, after a group session was terminated, a trainee would ask the counselor to remain to talk with him about a personal problem. The self referrals of this nature became more numerous as the program progressed. In addition, this type of counselor-trainee interaction provided an opportunity for the counselor to suggest to the trainee the advisability of a follow-up conference. Most of the trainees were receptive to the suggestion of a follow-up conference and were conscientious about keeping their appointments.

Individual conferences with some of the mature trainees proved often to be a valuable learning experience for the counselor. It is very easy for the counselor to interpret limited self expressions for a lack of understanding. In many cases the experiences that the trainees had prior to entering the program had enriched their understanding of life, even though they could not always communicate this impression. The counselor had to be constantly alert for key words and colloquial expressions in the trainees' conversations that would help to encourage self expression. Repeating the key word or colloquialism that the trainee had used often encouraged him to elaborate on the subject and accept the counselor as someone who understands what he is talking about. Needless to say, elaboration of the subject helped the counselor to gain insight into what the trainee was trying to communicate. Whenever it was possible to establish a working dialogue between counselor and trainee, the trainee was ready to begin thinking through his problems and with some guidance from the counselor work out possible solutions.

Less articulate trainees requested individual sessions. Asking for a conference indicated that each one felt he could not cope with his problems alone. Although the individual knew he had a problem and wanted help, stating his problem became a problem. Therefore, each question from the counselor was structured so that the trainee had to talk to express his views. As a result, after one or two questions, the trainee would relax and continue to talk about his area of concern. Termination of an individual counseling session was usually made by the trainee who requested it.

B. Facing the Problems of Individuals

From time to time, counselors found it necessary to discuss with both the technical skills instructors and basic skills instructors information about trainees and difficulties or problems they were encountering. In fact, on occasions, it was even necessary to discuss with the project director specific problems concerning trainee adjustment, progress, morale or other problems that warranted his attention. It was important that program policies or specific regulations be clarified. When on a few occasions, there was general dissension or minor discord due to lack of comprehension or clarification, this was communicated to the program director who in turn was in position to provide clarification. His remarks to the trainee body helped to answer basic questions and raise group morale. Once any disturbances were observed, action was immediately taken. It was necessary that the counselor function in other areas outside of counseling on a few occasions due to the fact that the morale of the men and women with whom one works is of supreme importance -- lowered morale may affect their total performance in any or all segments of their training.

Working with the trainees and leaders in their group activities, the counselors were in a key position to observe and to learn about discontent, faulty interpretations, and misconceptions that frequently prevail with persons of limited educational background.

For example, when the trainees' transportation allowance had been reduced, there was considerable discontent among those affected. A request was made to the program director for special assistance in clearing up this situation, and he dealt with the problem to the trainees' satisfaction. Trainees were permitted to submit their grievances to the program officials who investigated and settled them through correspondence.

The counselors and members of the staff have exchanged insights on such trainee problems as chronic absenteeism, maladjustment, excessive tardiness, inability to stay awake in class, excessive talking, negative attitude toward instructors or skills, excessive teasing of fellow trainees, leaving class unofficially, refusal to perform class assignment, financial difficulties. Through these informal communicative periods, counselors became aware of various problem areas that were general in nature or peculiar to specific trainees. These general problems were brought to the group counseling discussions and were discussed from varied points of view or frames of reference. Specific problems were reviewed in individual counseling sessions with those persons concerned.

Whenever referrals were made to counselors, they responded by making a counseling appointment with the trainee in question; difficulties were then discussed and alternatives explored. At other periods, informal conferences were held for purposes of discussing trainee difficulties and progress. Instructors' observations, together with counselors' insights, helped in clarifying some problem situations.

Frequently counselors were in a position to explain specific reasons for basic attitudes or behavior exhibited by trainees. Background data and verbalized feelings made this possible.

A trainee who had been absent quite frequently because of illness became apprehensive and worried about his being away from the program and the effect of his absence upon his classes. After conferring with staff members, the counselor was able to allay his fears.

Another trainee had difficulty arriving in class on time. It was revealed through a counseling session that the trainee had tremendous responsibilities at home because of the absence of his wife. There were small children to be cared for. This information shed more light on the cause of his excessive tardiness.

On another occasion, a trainee in one of the building trade areas saw little practical value in a class assignment and refused to do the work. He was referred for counseling. This very subject was brought into one of the group counseling sessions. The trainees were discussing various aspects of their training and how each would contribute to effective performance on the job. A trainee discussed the merits of knowing how to read blueprints. The trainee who refused to do this very assignment (drawing blueprints) aired his grievances. His fellow trainees had answers for him from all sides. He alone had the opposing viewpoint. Other trainees indicated they had gained considerable knowledge from having had to draw the blue prints even though it was a long and tedious task. The counselors, in introducing this specific topic for discussion, hoped that the discussion would follow the course that it took.

In a subsequent interview, it was found that the discussion by his peers considerably altered the trainee's attitude toward the assignment. He obtained a special pad on which he completed his assignment.

Referrals were made by teachers in a few cases when trainees had been late for class. In these cases, relationships of class tardiness and work tardiness were pointed up and were readily understood by the conferees. After a conference concerning tardiness, trainees had no difficulty being punctual for other engagements for which they were responsible.

Trainees, in some cases, were referred to agencies in the area. Where a trainee needed medical assistance for himself beyond that provided by the Student Health Service at John A. Andrew Hospital on the Tuskegee Institute campus, or for some member of the family, referral was made to the Vocational Rehabilitation Social Worker affiliated with the hospital. Referrals were made to the same agency for the trainees found to have vision difficulties. Those who needed money were assisted by this agency in securing necessary vision corrections.

C. Guidance

In the last three months of the project the counselors found themselves more effective in dealing with individual concerns. Several things had happened in the previous nine months: confidence and rapport had been established; test results were available; teachers and counselors had come to know the trainees as persons; the trainees themselves had become a group rather than an assemblage of anonymous individuals; and trainees, teachers, and counselors "understood" each and all. Apparently strange changes in behavior were noted. A trainee who rated low on the literacy test and was apathetic at the onset of training passed the High School Equivalency Test, a "bad actor" at the beginning of training had become cooperative and vocally expressed ambition for himself and his children.

The counseling staff undertook a socio-metric description of trainees in the tenth month of training. As designed, the trainees would make appraisal of each other in terms of vocational competence, personal appreciation, and social acceptance. The ratings were made on a four-point scale -- stars, highly acceptable, acceptable, and isolates. This peer group appraisal gave counselors information to use in sending trainees out to jobs. This was considered to be of serious importance. Regardless of what the psychological tests had shown or what teacher appraisals reported, how members of the peer group rated an individual was important.

The following questionnaire was used to get the information to be plotted on sociograms for each group:

Direction: You have known the men in your training group for nine months now. We would like for you to make some choices based on your experience with them.

1. If you are offered employment when you complete your training where you would work with a partner and success on the job depended on how good a job your partner would do, who would you choose to be your partner?

   First Choice ______________________

   Second Choice ______________________

   Third Choice ______________________

2. There may be opportunity for on-the-job training when you finish this training course. If you had to share a room with another man in your group during on-the-job training, who would you choose to room with?

   First Choice ______________________

   Second Choice ______________________

   Third Choice ______________________

3. You have known the men in your group for months now and have formed attitudes toward them. Which men would you invite to visit your home as a friend?

   First Choice ______________________

   Second Choice ______________________

   Third Choice ______________________

There was a total of six groups since each occupational category was divided into two training groups. From the replies each individual was described in the following terms:

1. Stars - Those trainees receiving five or more choices.
2. Highly Acceptable - Those receiving three or four choices.
3. Acceptable - Those receiving one or two choices.
4. Isolates - Those receiving no choices.

There were cases in which trainees elected to make no choices for Item III. Instead, they wrote "all of them" indicating that they would invite any one of their fellow-trainees to visit their homes.

The following result was obtained when the replies were tabulated:

Item 1

Rank	Brickmasonry		Carpentry		Meat Processing	
	A	AA	A	AA	A	AA
Star	0	3	3	5	3	4
High Acceptable	5	3	4	6	3	3
Acceptable	10	6	4	4	4	3
Isolate	0	2	2	1	3	3

Item 2

Rank	Brickmasonry		Carpentry		Meat Processing	
	A	AA	A	AA	A	AA
Star	0	4	2	4	4	4
Highly Acceptable	5	3	5	4	2	2
Acceptable	9	5	4	7	4	5
Isolate	1	2	2	1	3	2

Item 3.

Rank	Brickmasonry		Carpentry		Meat Processing	
	A	AA	A	AA	A	AA
Star	1	4	4	4	0	4
Highly Acceptable	4	3	3	3	4	2
Acceptable	9	3	5	6	8	5
Isolate	1	4	2	3	1	2

It may be hypothesized that the eleven trainees classified as "isolates" whom no fellow trainee would choose to work with would not be expected to perform successfully on the job. Personal acceptance and social acceptance may also influence job success. The value of peer appraisal will have testing in the follow-up of trainees on the job. Of immediate concern to the counselors was who among the trainees needed special attention in preparation for the job as indicated in peer appraisal.

What can counselors do to suggest to a man that he must work with himself if he is to become successful and adjusted? This final phase of counseling on the project was as challenging as any other if not more so.

VI. SUMMATION: THE DIFFERENCE COUNSELING MAKES, IF --

The Counseling Program design emphasizes "realism" rather than a "school of thought".

The Counseling Program applies principles instead of formulas.

The Counseling Program adapts practices and procedures rather than following them, unquestioning.

The Counselor fully understands and deeply appreciates the counseling function and the counselor's role.

Communication is facilitated by the counselor's understanding the speech and idiom of the counselee.

There is cultural understanding with the counselee convinced that his manner of living and pattern of thinking are appreciated by the counselor.

There is translation of the academic and technical skills training experiences into personal concerns.

There is mediation by the counselor between regulartory agencies and the counselee.

The Counselor is sympathetic rather than sentimental.

The confidence of the counselee in the counselor rests on the conviction of the counselee that his problems are taken seriously and his confidences are protected.

The counseling service was almost incidental to the first MDTA Project at Tuskegee Institute: the program of counseling was unplanned and improvised as the project ran its course, the counseling function was casually and carelessly performed, the full complement of counselors was staffed near the close of the project, and each counselor was left to his own devices to do what he saw a need to do.

In the second project reported on here counseling was a prominent feature in the project plan and given an underscored emphasis in the program. The counselor slots were filled before the trainees were selected and they participated in all processes at each stage of the program development. The extent of their knowledge about the trainees and the depth of their appreciation of them began as participants in recruitment and aides in the testing process. The observations and notations about these processes maintained the personal element when formal and mass evaluative techniques minimize it.

Association with the population from which the trainees came equipped the counseling staff with insights and understanding that balanced the impersonal professional testing operation. The cold assurance of the testers that their instruments measured *something* did not confuse the counselors who had misgivings about what was really being measured because they were aware of the reaction of those being tested to the instruments and the testing procedures. Reports of the counselors prepared the research staff for results of the testing program. These observations also alerted the counselors to the dimensions of their task.

Counselors in this project maintained contact with counselees from intake to job performance appraisal which was made six months after completion of training. The counselors accepted the role of mediator between the counselee and other project functions -- administration, instruction, job placement, and employment. To the counselors, the counselee was always a person regardless of the category to which test results assigned him or the percentile group in which teacher evaluation placed him. Principles and functional attributes derived from the counseling experience are discussed in the following paragraphs.

Realism in the counseling program indicated need for motivation of counselees who entered the program without focused interest in a skills area. Results of work-interest tests and the counselor's observations were in agreement on this point. The trainees preferred indoor to outdoor, white collar to blue collar, and clean to dirty hands pursuits. Their employment records showed that in the cases of only 18 percent of the trainees, the several jobs on which they had worked, were highly related.

The counselor should be aware of the uses to which a testing instrument is being put, whether its administration is a test of the reliability of the instrument as a measure, or its administration is to secure reliable results.

The counseling philosophy of realism was followed in appraisal of instruction. Counselors were in continual communication with instructors to report difficulties counselees discussed with them, and to get observations from instructors that could be helpful in counseling.

Adaptation of professional counseling practices and procedures distinguishes the mature counselor from the novice. The Tuskegee project was fortunate in having an experienced as well as a trained counseling staff. These counselors had passed through the stage in which the new professional does not depart from the textbook. Adaptation of principles was recognized as being more effective than application of formulas.

Function and Role. The function of counseling is to help the adjustment of the counselee to the training experience and to provide compensatory instruction to the formal training program. Group counseling and individual conferences serve this function. The role played by the counselor is to insure that this function is effectively operative through:

> Easy Communication. The counselor needs to understand the vernacular of the counselee and be able to use some of his idioms so that these may be translated into speech patterns with wider usage.
>
> Cultural Understanding. The counselor with an attentive ear and broad sympathies can take expression of values in the counselee's past and demonstrate their continuing worth in different expression now, and how they may persist in different expressions in the anticipated future.
>
> Relation of Training Experience to Personal Goals. The teachers' statements about the value of their teaching may not be accepted by the trainee, but the trainee as a counselee should have the relation of these means to personal goals made clear.
>
> Mediation between Formalities and the Person. Regulations prescribed by the Department of Labor, the State Education Agency, or the project administration may seem to be nonsense and a source of irritation. The counselor seeks to make these acceptable or at least endurable.

Sympathy versus Sentimentality. Sentimental involvement with the counselee is a serious threat to effective counseling. To keep sympathy from becoming sentimentality is not easy. In this experimental project prevention of confusion of the two attitudes was most im-

portant and not always successful. Counselors and the research director more than once had encounters in which the research director had to point out to counselors that this was an experimental project and what we learned should be useful to others who had to service other groups drawn from the same population from which this particular one came.
A fine balance in sympathy was asked of the counselors in the admonition to understand the trainee, to put herself in the counselee's role, help him to overcome his difficulties, but not have them excused. In empathizing, or putting herself in the role of the counselee, the counselor was asked to think about what would be helpful and what would not.

Confidence in the counselor on the part of the counselee depends upon the counselee's belief in the counselor's integrity. In this context integrity means several things: (1) keeping a confidence so the counselee loses his hesitancy to unburden himself, (2) what the counselee considers a problem is a problem to which the counselor gives full attention, (3) the counselee does not feel the counselor is a dope who can be duped or hoodwinked or "needs a counselor herself," and (4) a member of the bureaucratic establishment and as such inimical to the counselee's interests.

Worth of the Person. The counselor should seek to convince the counselee that all that is being done, including those things he feels to be useless, and those that are irritating are planned and carried out because he is important; he is important to society, and must come to realize that he is important to himself. He is somebody and the training undertakes increasing his value to others.

The choice between several counseling specialists, a different counselor for each stage of training, and one counselor who serves at all stages is debatable. This project chose the latter on the assumption that the personal equation is necessary and one counselor can enhance it while risking great responsibility for the trainee. The several-counselor format emphasizes professionalization with an element of impersonality with a risk of irresponsibility for the trainee and making it difficult to know the effective counselor.

The principles of counseling and qualities of counselors are idealistic, but neither remote nor unattainable; they can be learned. Their adaptation and realistic use can achieve that rapport upon which the productive counselor-counselee rapport rests. Very simply, counselors found these ways of establishing rapport with trainees to be helpful: (1) allowing the counselor-trainee relationship to develop naturally, (2) accepting the trainee as he was without making value judgments, (3) identifying individual problems in group sessions, and (4) making counseling services as flexible as possible.

When statistical relationships between measures of potential and performance in training, measures of potential and job performance, and measures of training performance and job performance were made, there were unexplained performance patterns. The assumption necessary to explain these performance patterns was that the intensity of counseling and the kind of counseling made a difference.

APPENDICES

MDT FACULTY PRE-PLANNING ACTIVITIES

Classroom - Division of Architecture
Willcox "A"

June 6, 1966

8:30 - 10:00	Welcome - Dean J. A. Welch, Mechanical Industries
	Overview - Dr. W. Vincent Payne, Director MDT Project
	Questions
10:00 - 10:15	Break
10:15 - 11:30	Lecture - Principles of Education, Materials and Diagnostic Instruments - Mrs. G. C. Poole
	Questions
11:30 - 1:30	Lunch
1:30 - 4:30	Workshop - Principles of Education, Materials and Diagnostic Instruments - Mrs. G. C. Poole

June 7, 1966

8:30 - 11:00	Lecture - Some Principles of Teaching Adults - Methods, Procedures and Techniques - Dr. A. P. Torrence
	Questions
11:00 - 1:30	Lunch
1:30 - 4:30	Workshop - Principles of Teaching Adults - Dr. A. P. Torrence

June 8, 1966

8:30 - 11:00	Lecture - Guidance and Counseling for the Disadvantaged Adult - Dr. Emma Bragg
	Questions
11:00 - 1:30	Lunch
1:30 - 4:30	Workshop - Guidance and Counseling for the Disadvantaged Adult - Dr. Emma Bragg

June 9, 1966

8:30 - 11:00	Lecture - The Research Design - Dr. Lewis Jones
	Questions
11:00 - 1:30	Lunch
1:30 - 4:30	Workshop - The Research Design - Dr. Lewis Jones

June 10, 1966

8:30 - 11:00	Lecture - The Use and Operation of Audio-Visual Aids Mr. Walter Scott
	Questions
11:00 - 1:30	Lunch
1:30 - 4:30	Workshop - The Use and Operation of Audio-Visual Aids Mr. Walter Scott

June 13, 1966

8:30 - 12:00	General Meeting - Dr. Payne, Presiding
	Discussion of the following:

1. Job Description
2. Scheduling
3. Attendance Keeping
4. Evaluation Methods and Procedures
5. Outline for Writing Reports
6. Teaching Materials and Interrelated Methods
7. Counselor-Teacher Relationships and Responsibilities
8. Disciplinary Action - Trainees

9. General Expectations:
    - a. Director
    - b. Associate Director
    - c. Director of Research
    - d. Counselor Director
    - e. General Education Coordinator
    - f. Technical Skills Coordinator

12:00 - 1:30 Lunch

1:30 - 4:30 Group Sessions - General Discussion on Methods and Procedures

1. Counseling
2. English - Communications Specialist
3. Mathematics - Number Skills Specialist

June 14, 1966

9:00 - 12:00 Workshop Involving the Following:

1. Personnel Managers from Related Trade Areas
2. Labor Union Officials
3. Vocational Education Officials
4. Employment Service Officials

How These Four Agencies Can Assist In Employment Of Persons Completing The MDT Project

Overview

General Round Table Discussion

1. Expectation of Personnel Managers
2. Labor Union Expectations

3/

3. Vocational Educational Officials

4. Employment Service Officials

12:00 - 1:30 Lunch - Dorothy Hall Dining Room

1:30 - 4:30 Workshop Continued

Conclusions

1. Personnel Managers
2. Labor Union Officials
3. Vocational Educational Officials
4. Employment Service Officials

June 15, 1966 Meeting of Vocational, Basic Education, and Counselors in Groups to Coordinate Plans for Keeping Teaching Materials and Procedures Related:

Schedule

	English	Mathematics	Counselors
8:00 - 10:00	Carpentry & Brickmasonry	Nurse Aide	Meat Processing
10:00 - 10:15	Break		
10:15 - 12:15	Meat Processing	Carpentry & Brickmasonry	Nurse Aide
12:15 - 2:00	Lunch		
2:00 - 4:00	Nurse Aide	Meat Processing	Carpentry & Brickmasonry

June 16, 1966

8:30 - 12:30 Workshop - Involving Basic Education, Vocational Education and Counseling Procedures

Discussion of Methods and Techniques to be used in Relating the Various Trade Areas to Basic Education

1. English - Carpentry and Brickmasonry

	2. English - Meat Processing
	3. English - Nurse Aide
12:00 - 1:30	Lunch
1:30 - 4:30	Discussion - Open (Workshop Continued)
	1. Mathematics - Meat Processing
	2. Mathematics - Carpentry and Brickmasonry
	3. Mathematics - Nurse Aide
	Discussion - Open
	1. Counseling - Nurse Aide
	2. Counseling - Carpentry and Brickmasonry
	3. Counseling - Meat Processing
	Summary
June 17, 1966	Time to be used for individual planning and group sessions as scheduled by the Director, Associate Director or the General Education Coordinator.

TRAINEE ORIENTATION WEEK

SCHEDULE OF ACTIVITIES

June 20, 1966

8:30 - 12:00 General Meeting - Willcox Hall Auditorium

Welcome .... Dr. W. Vincent Payne
Director MDT Project

Introduction of Staff

Assist Trainees in the Following:
- Room Assignments
- Meal Cards
- Policies and Practices of the Institute
- Car Registration

12:00 - 1:00 Lunch

1:00 - 2:30 Tour of Campus

2:30 - 4:30 Free for Personal Adjustment and Relaxation

June 21, 1966

8:30 - 10:30 Welcome Program - Willcox Hall Auditorium

Opening Prayer .... Dr. Andrew L. Johnson
Chaplain, Tuskegee Institute

Overview of MDT Project .... Mr. B. A. Welch
Dean
School of Mechanical Industries

Music

Introduction of Speaker .... Dr. W. Vincent Payne

Welcome Address ....Dr. Andrew P. Torrence
Dean of Academic Affairs

Music

June 21, 1966

Two minute remarks:

Mrs. Miltren L. Hardwick
Representing Tuskegee Institute Community Education Program

Mrs. Elizabeth L. Wright
Director of the College Union

Dr. Andrew L. Johnson
Chaplain, Tuskegee Institute

Dr. B. D. Mayberry, Dean
School of Agriculture

Closing Prayer .... Dr. Andrew Johnson

10:30 - 12:00	Get Acquainted Session
12:00 - 2:00	Lunch and Relaxation
2:00 - 4:30	Trade Overview: Groups will rotate as scheduled to the Vocational shops for inspection and demonstrations

June 22, 1966

8:30 - 10:00	General Discussion of Tuskegee Institute and MDT Policies as Outlined in Handbook: Questions, Answers and Emphasis
10:00- 12:00	Workshop to Teach Trainees Proper Way to Complete Allowance Forms
12:00- 2:00	Lunch and Relaxation
1:00 - 4:30	Iowa Tests of Basic Skills Meat Processors and Nurse Aides - Food Processing Auditorium Carpentry - Milbank Hall Auditorium

June 23, 1966

8:30 - 12:00	Group Counseling Sessions

1. Administration of Mooney Problem Check Lists

2. Miscellaneous Counseling Activities
   Farm Mechanization Building

12:00 - 1:00 Lunch

1:00 - 4:30 Short Class Dry Run

1. Meet classes for fifteen minutes to allow trainees to become familiar with classroom teachers

2. Allow teachers to establish class rolls and meet trainees

June 24, 1966

8:00 - 12:00 Counseling Group Sessions

1. Administration of Trade Proficiency Test

2. Miscellaneous Counseling Activities
   Farm Mechanization Building

12:00 - 1:00 Lunch

1:00 - 2:00 Social Hour - Farm Mechanization Building

CONSULTANTS AND TOPICS OF DISCUSSION

Dr. W. P. Smith, Head Department of Psychology Guidance and Counseling Tuskegee Institute	Personal Hygiene
Mr. K. B. Young Dean of Men Tuskegee Institute	Social Skills
Mr. Frank J. Toland Department of History Tuskegee Institute	Social Skills
Mr. William P. Mitchell Executive Secretary Tuskegee Civic Association Tuskegee Institute, Alabama	Civic Competence
Dr. George T. Dowdy, Head Department of Agricultural Economics Tuskegee Institute	Consumer Economics
Mrs. Elsie Smith Psychiatric Social Worker Tuskegee Institute	Family Relations
Dr. J. E. Eubanks Professor of Philosophy School of Education Tuskegee Institute	Philosophy of Life
Mr. Robert P. Brown Labor Union Official Instructor of Brickmasonry MDT Project Tuskegee Institute	Professionalization
Dr. Kathryn White Professor of Clinical Dentistry Meharry Medical College Nashville, Tennessee	Personal Hygiene
Mr. Thomas J. Durant Research Assistant MDT Project Tuskegee Institute	Community Resources

Mr. Fred D. Gray Attorney at Law Tuskegee Institute, Alabama	The Law
Mrs. Louise Trigg Social Welfare Service John A. Andrew Hospital Tuskegee Institute	Community Resources
Mrs. Grace Hooks Social Welfare Service John A. Andrew Hospital Tuskegee Institute	Community Resources
Mrs. Vera Foster Social Worker Tuskegee Institute	Community Resources
Mrs. Mabel H. Jackson Registered Nurse Veterans Administration Hospital Tuskegee, Alabama	Professionalization
Mr. R. T. Goodwin Building Contractor Tuskegee Institute, Alabama	Professionalization
Mr. Thomas J. Durant Research Assistant MDT Project Tuskegee Institute	Professionalization "Comparison of Skills in North America and South America"
Mr. Herbert Lindsay Department of Social Science Tuskegee Institute	Professionalization
Mr. James Woodson Executive Secretary Tuskegee General Alumni Association Tuskegee Institute	The Tuskegee Story
Mr. Frank J. Toland Department of History Tuskegee Institute	Analysis of General Election

Mr. Silas Kennedy, Sr. Chief Guard Tuskegee Institute	Community Law
Mrs. Maggie Matthews Dean of Women Tuskegee Institute	Social Skills
Dr. Edward G. Trigg Public Health Specialist Tuskegee Institute	Public Health and Personal Hygiene
Dr. L. W. Jones Research Director MDT Project Tuskegee Institute	Family Relations: Economic and Social Influences
Mr. Silas Kennedy, Sr. Chief Guard Tuskegee Institute	Law: Function of Peace Officer
Mrs. Elsie Smith Psychiatric Social Worker Tuskegee Institute	Family Relations: Stresses and Strains in Family
Mrs. N. P. Blassingille Registered Nurse Mental Hygienist Tuskegee Institute	Personal Hygiene: Good Mental Health
Mrs. Elnora Hines Clinic Dietitian John A. Andrew Hospital Tuskegee Institute	Personal Hygiene: The Diet's Role
Mr. Fred D. Gray Attorney at Law Tuskegee Institute, Alabama	The Law: How It Works
Dr. H. W. Foster Chief Obstetrician John A. Andrew Hospital	Keeping Healthy Through Family Planning
Rev. R. F. Harvey, Pastor Greenwood Missionary Baptist Church Tuskegee Institute, Alabama	Philosophy of Life

Mr. Ronald Williams Physical Education Department Chambliss Children's House Tuskegee Institute	Personal Hygiene: Physical Fitness
Rev. Lawrence F. Haygood, Pastor Westminster Presbyterian Church Tuskegee Institute, Alabama	Philosophy of Life
Mr. Harold Webb, Member Macon County Board of Revenue Tuskegee, Alabama	How Public Revenue is Spent
The Honorable Charles M. Keever Mayor Tuskegee, Alabama	Helping Citizens Understand Functions of Office of Mayor

FILMS FOR ADULT GROUPS

"Developing Your Character"	Audio-Visual Center Florida State University Tallahassee, Florida
"Improving Your Personality"	"
"Personal Problems"	"
"Feeling of Hostility"	"
"Search for Happiness"	"
"Importance of Goals"	"
"Personality Conflict"	"
"Social Acceptability"	"
"Emotional Maturity"	"
"Facing Reality"	"
"Personality and Emotions"	"
"Belonging to the Group"	"
"Marriage is a Partnership"	"
"Making a Decision in the Family"	"
"Date with Your Family"	"
"Financial Planning"	"
"Finding Your Life Work"	"
"Personal Qualities for Job Success"	"
"Anger at Work"	"
"Employment Interview"	"
"Community Responsibilities"	"
"Community Health and You"	"
"Alcoholism"	"
"Quacks and Nostrums"	"

"Preparation for Later Years"	Audio-Visual Center Florida State University Tallahassee, Florida
"Getting A Job"	"
"You and Your Work"	"
"Marriage and the Family" (Family - USA No. SFP-789a)	Department of Air Science Tuskegee Institute
"Marriage and Family Living" (No. SFP-794d)	"
"Family - USA - A Complex Society" (No. SFP-789d)	"
"Family of Strangers" (No. SFP-889)	"
"Who's Building Character" (No. SFP-890)	"
"The Way - Ceiling 5,000" (No SFP-807e)	"
"Responsibility - Work or Home" (No. SFP-860)	"
"Pressure" (No. SFP-817)	"
"The Secret" (No. SFP-817)	"
"Teenager's Parents" (No. SFP-848)	"
"Buyer's Choice (No SFP-850)	"
"Personal Integrity" (TF-No. 162518)	Department of Military Science Tuskegee Institute
"Truth" (TF-No. 162887)	"
"Are You Really A Man" (TF-No. 16-2738)	"
"The Real Person" (TF-No. 16-3099)	"
"Self Discipline" (TF-No 16-2741	"
"Clean Speech" (TF-No. 16-3245)	"

"Courage" (TF-No. 16-3243)	Department of Military Science Tuskegee Institute
"Marriage" (TF-No. 16-2883)	"
"It's Your Money" (MF-No. 16-9912)	"
"Government Is Your Business" (MF-No. 16-7862)	"
"Now We Are Parents" (MF-No. 16-5013)	"
"In Time of Trouble" (MF-No. 16-5013)	"
"Love Thy Neighbor" (MF-No. 16-9080	"
"Family" (TF-No. 16-2522)	"